

THE LIBRARY OF THE
UNIVERSITY OF
NORTH CAROLINA



THE COLLECTION OF
NORTH CAROLINIANA

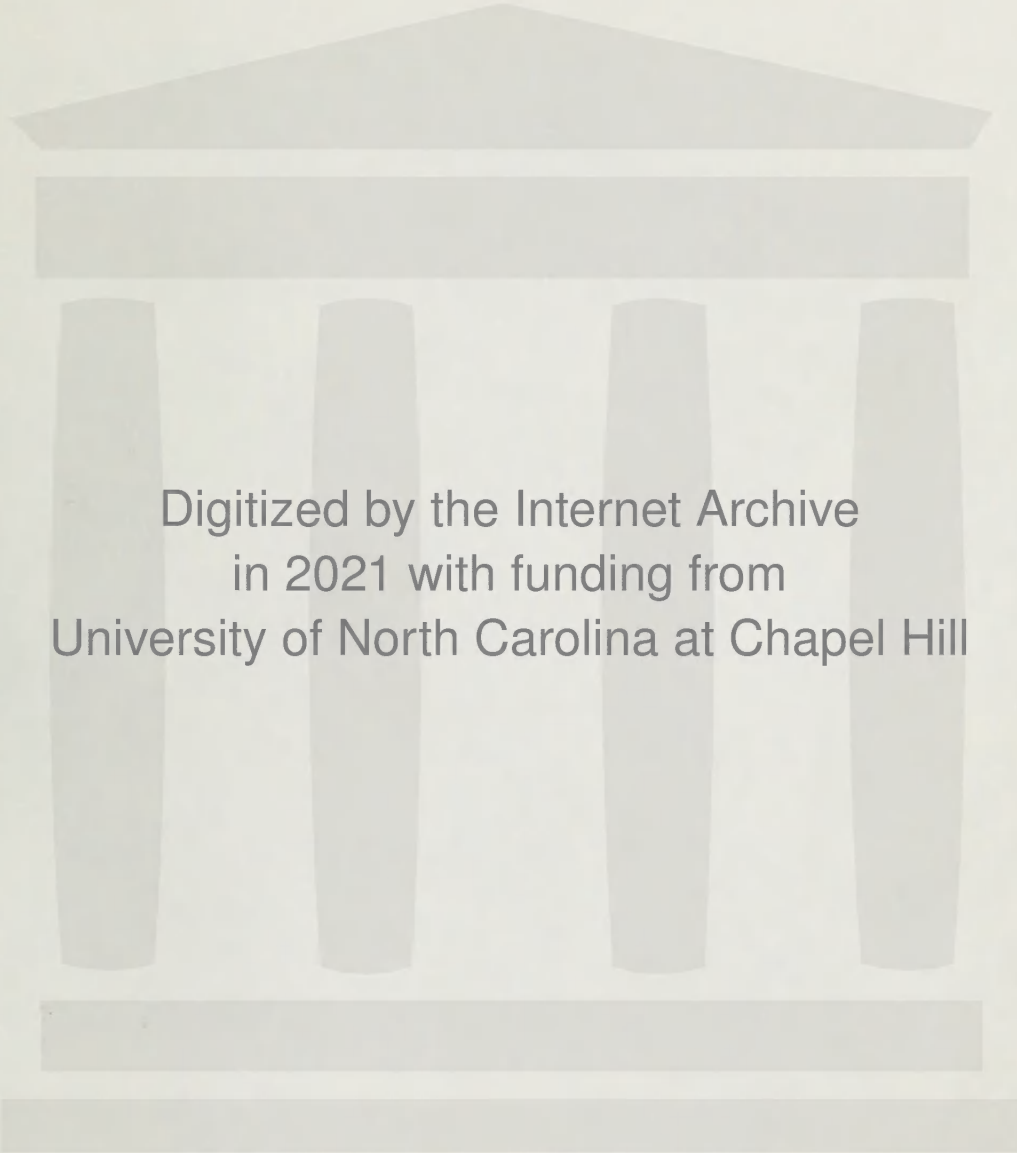
G370.5
N86t2
v.34-37
1964-67

FOR USE ONLY IN
THE NORTH CAROLINA COLLECTION

~~3-29-74~~
~~HGJ~~

THIS TITLE HAS BEEN MICROFILMED

THIS ITEM MAY NOT BE COPIED
ON THE SELF-SERVICE COPIER



Digitized by the Internet Archive
in 2021 with funding from
University of North Carolina at Chapel Hill

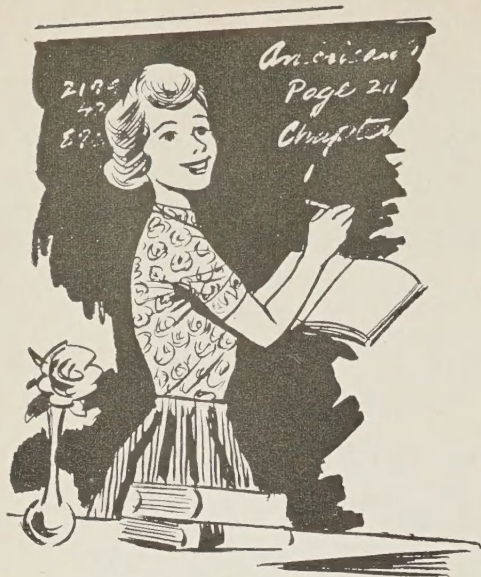
AT *Teachers Record*

OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION



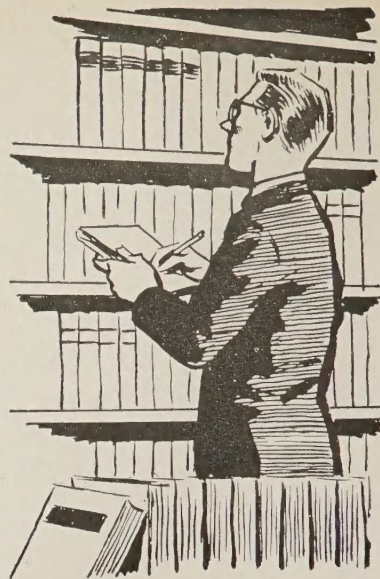
MEMBERSHIP OVER 11,500

JANUARY, 1964



ANY TEXTBOOK USED IN NORTH CAROLINA

*can be ordered
direct from us*



YOU CAN SAVE

TIME! Consolidate your orders and send them to us; this will save you several "teaching days." The consolidated shipment will go forward the same day your order is received.

MONEY! Consolidate your orders for all titles and the one shipment from us will save you the difference in transportation from Raleigh to your address against the cost of transportation from several different points of shipment of much greater distance.

OFFICE DETAIL! Consolidate your orders for all titles and the books will all be shipped from us in one shipment. You will receive only one invoice and you will pay with only one check.

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.
Globe Book Co.

Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.
Lyons & Carnahan

McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.
Scott, Foresman and Co.

Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Richard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-THREE YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1964

North Carolina SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone TEmples 2-3321 Raleigh, N.C.

CHARLES "A" LYONS, JR.
Executive Secretary, and Editor

* * *

Contributing Editors—H. L. Trigg,
Mrs. Ruth L. Woodson, A. H. Peeler,
Mrs. Lucy James, Dr. F. A. Tolliver,
Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER

This month's cover is a group picture taken by an Associated Press Photographer as members attending the 1963 Annual NASSTA meeting were visiting the White House and the late President John F. Kennedy.

November 20, 1963.

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application
to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter
January 15, 1930, at the post
office at Raleigh, N. C. under
the Act of March 3, 1879

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXIV

JANUARY, 1964

NUMBER 1

CONTENTS

	Page
Special Features	
The Torch Has Been Passed	6
Tips for Teachers	11
District Reports	16
1963-64 Salary Schedules	24
"Libby" Koontz	30
Articles	
Slow Learners—by Frank B. Weaver	13
An Enrichment Program, (Report On)	21
General	
From the Editor's Desk	5
Candidates for NCTA Offices	8
NCTA Committees	12
From The Field	15
Proposed Constitution	26
Principals and Supervisors Conference	29
Classroom Teachers	32
NCTA Budget Report	32
The Last Word	34
ADVERTISERS	
N. C. School Book Depository	2
University of Pennsylvania	11
International Publishers	20
Teachers Loan Service	29
NCTA Credit Union	Back Cover

N. C. T. A. OFFICERS

BOARD OF DIRECTORS

General Officers

Lafayette Parker, President Winston-Salem
W. G. Byers, Vice President Charlotte
N. H. Harris, Treasurer Raleigh
Mrs. Geneva J. Bowe, Recording Secretary
Murfreesboro

Special Officers

W. R. Collins, Immediate Past President Smithfield
Mrs. Juanita M. Corbin, President, Association
of Classroom Teachers Bolton
John H. Lucas, State NEA Director Durham
Mrs. Elizabeth D. Koontz, Vice President,
NEA Department of Classroom Teachers Salisbury

District Presidents

Coastal Plain J. H. Carney, Goldsboro
East Piedmont J. R. Barnes, Manson
North Central M. M. Daniels, Wilson
Northeastern A. R. Bowe, Murfreesboro
Piedmont C. H. Coleman, Reidsville
Southeastern J. A. Brown, Lillington
Southwestern J. A. Clarke, Charlotte
Western E. F. Wilson, Winston-Salem

Elected Members

M. L. DeVane, 1964
E. M. Holley, 1964
T. M. Ringer, 1964
W. M. McNeill, 1965
Mrs. Jettie D. Morrison, 1965
Miss Edna S. Smallwood, 1965
O. N. Freeman, 1966
J. H. Twitty, 1966
King A. William, 1966

Convention Announcements

THE 83RD NCTA STATE CONVENTION

March 19, 20, 21, 1964

NORTH CAROLINA STATE of the UNIVERSITY OF NORTH CAROLINA

Raleigh, North Carolina

Convention headquarters will be at the Reynolds Coliseum where general sessions of the convention will be held on Thursday and Friday. Saturday morning sessions will be held at the J. W. Ligon High School Auditorium. Other details will be announced as soon as arrangements have been finalized.

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Juanita M. Corbin, Bolton

A. Department of Elementary Teachers—Mrs. Melissa N. Leitao, Kinston

1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie

B. Department of Secondary Teachers—Robert W. Boley, New Bern

1. Section of English Teachers—C. C. Lipscomb, Raleigh
2. Section of Foreign Language Teachers—Miss Ann Bowers, Charlotte
3. Section of Social Science Teachers—Quinton K. Wall, Smithfield
4. Section of Mathematics & Science Teachers—Clarence S. Newsome, Ahoskie

C. Department of Teachers of Exceptional Children—Mrs. D. P. Poole, Elizabeth City

D. Department of Retired Teachers—L. H. Hall, Salisbury

Division of Specialized Education—G. L. Foxwell, Raleigh

A. Department of Home Economics Teachers—Mrs. Alberta Levings-ton, Raleigh

B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw

C. Department of Teachers of Exceptional Children—Miss Lena Branch, Mount Olive

1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville

D. Department of Music Teachers—Mrs. E. M. M. Kelly, Raleigh

E. Department of Health & Physical Education Teachers, Henry Eily, Roxboro

1. Section of Driver Education—Isaac Barnett, Greensboro

F. Department of Business Education Teachers—J. V. Turner, Durham

G. Department of Extension Education—(Unreported)

H. Department of Librarians—

I. Department of Guidance—Mrs. Edythe R. Tweedy, Rocky Mount

J. Department of Bible Teachers—Mrs. Eva L. Merritt, Durham

K. Department of Art Teachers—Mrs. Helen W. Daniels, Durham

L. Department of Audio Visual Aids—J. C. Duncan, Yanceyville

Division of School Administrators and Supervisors—E. M. Holley, Sanford

A. Department of Supervisors—Miss Alice Green, Wilson

B. Department of Principals—S. B. T. Easterling, Ellerbe

1. Section of Elementary Principals—E. E. Tysor, Mebane

2. Section of High School Principals—N. G. Perry, Thomasville

3. Section of Junior High School Principals—O. F. Hudson, High Point

4. National Association of Secondary School Principals—S. O. Jones, Salisbury

5. National Association of Elementary School Principals—A. C. Crowder, Goldsboro

6. Association of Supervision and Curriculum Development—Alice Green, Wilson

Division of Higher Education—L. H. Robinson, Greensboro

A. Department of Administration (Unreported)

B. Department of Instruction—Charles A. Ray, Durham

C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

NCACT—Mrs. Edna C. Richards, Executive Secretary

Mrs. Mary Martin, Secretary to Executive Secretary

NCTA—Mr. Fred D. McNeill, Field Representative

Miss Barbara J. Hankins, Coordinator of Publications, Public Relations and Research.

Mrs. Della P. Perry, Bookkeeper

Mrs. Patricia A. Jones, Secretary to the Executive Secretary

Miss Tabitha Pettiford, Secretary-Stenographer

... From the Editor's Desk ...

NEWS AND VIEWS

Shaw Has New President—

Dr. James Edward Cheek, former assistant professor of theology at Virginia Union University in Richmond, has recently been named President of Shaw University. Dr. Cheek said it was necessary for Shaw to re-evaluate itself in many areas. "I hope to develop a program to attract students regardless of their race," he said. As for Shaw's financial problems, Dr. Cheek said progress was slow but that there has been response to their various appeals. "Economically, culturally, and civically," he said, "Shaw is an asset to the community."

Elementary Teachers Needed Overseas—

The Peace Corps estimates that during 1964 more than 5,000 teachers will be required to meet the requests coming to it from 48 countries throughout Latin America, Africa and Asia. At least 900 of them will be assigned to elementary schools. Teachers who can qualify and desire to secure one of these interesting overseas posts should write to: Peace Corps, Washington 25, D. C. 20525.

Five Year Colleges—

Colleges of arts and sciences should be extended to five years, says Francis H. Horn. Speaking at a Conference of State Universities and Land Grant Colleges in Chicago, Mr. Horn, President of the University of Rhode Island, said four years are not enough for bringing "more wisdom into the affairs of man and nations." He holds that a sound foundation in liberal arts is essential before a student specializes.

State Has No Obligation—

The Virginia Supreme Court held that the closing of public schools in Prince Edward County did not violate the state constitution. With a 6 to 1 vote the Court ruled on December 2 that the state is under no obligation to operate public schools in Prince Edward County, but only to "establish and maintain an efficient *system* of public free schools throughout the state."

Major Education Bills Approved—

Congress has completed action on the Higher Education Facilities Act, approving a \$1.2 billion package of grants and loans for institutions of higher education and a \$1.5 billion package including aid to vocational education, and extension and amendment of the National Defense Education Act. The Congress is expected to act favorably on proposed aid to public elementary and secondary schools in its second session. It is estimated that financial allocations to North Carolina for vocational education will move from the one million dollar mark in 1964 to near seven million by 1967.

Negro History Week—

"A Basis for the New Freedom" is the general theme of the 1964 celebration of Negro History Week. The aim of Negro History Week—February 9, through February 16— is to call attention to the contribution of Negroes to the economic and cultural development of America and the world. Attention is also called to the lack of proper treatment of the Negro ethnic group in textbooks, American mass media, and other items of publicity and propaganda.

Kits for Negro History Week and other available information may be received from the office of the Association of Negro Life and History, 1328 Ninth Street, N.W., Washington, D. C.



*Let the
word go
forth...*

*The
Torch
has been
passed*

... The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe — the belief that the rights of man come not from the generosity of the state, but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new States whom we welcome to the ranks of the free, we pledge our words that one form of colonial control shall not have passed away merely to be replaced by a far greater iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those peoples in the huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take

comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. *Let us never negotiate out of fear. But let us never fear to negotiate.*

Let both sides explore what problems unite us instead of laboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens and to let the oppressed go free.”

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of your Americans who answered the call to service are found around the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are: but a call to bear the burden of a long twilight struggle, year in, and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you: Ask what you can do for your country.

My fellow citizens of the world: Ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Inaugural address of John Fitzgerald Kennedy,
President of the United States, January 20, 1961.

Editor's Note:—

This experience was shared with us by the writer; so indicative it was of the potential and resources one might avail himself to, even in a time of sorrow, we share it with you, our readers.

“AN EXPERIENCE TO SHARE”

Teaching and learning opportunities can be culled out of almost any given situation if the teacher is resourceful enough and aware of what can be done. The tragedy of November 22, 1963, which stunned the nations of the world, and in particular the United States, grieved the writer of this article. Yet, beyond all that, an unplanned teaching situation presented itself, and, if I may interject, a learning situation also took place among a seventh grade group of students.

This is the way it happened . . .

I asked each student to re-live Friday, November 22nd, 2:20 P. M., and tell me on paper just how he felt upon hearing the dreadful news.

There were many varying feelings expressed, but I selected the following because of the unusual creativity shown:

“CALENDAR'S REMINISCENCES”

R—radio M—man H—humans



I am a Dabsman. In your language-- a calendar. I was sitting on M's desk minding my own business when suddenly my friend R rang out, “The President has been assassinated.” Shock. —cold and unwanted crept over me. Now, I am just a timekeeper, but I knew what this meant. I tried to think of how H's had talked of this man. It came back to me in waves. A lover of every American . . . great person . . . believer of equality. Perhaps it's just a bad dream, I thought. But no—R kept blasting out more details of the tragedy, and slowly, realization crept over me. I had believed a thing like this couldn't happen in my time, but it had. I knew I would remember it as long as my year lasted and perhaps after that. I knew a great man had died. I was ashamed it had happened in my year, but proud I had existed long enough to live in an era with a truly great man.

Chie Handy

November 25, 1963

Grade 7-4

(Continued on Page 28)

Candidates For NCTA Offices — 1963-64

REPORT OF NOMINATING COMMITTEE

The NCTA Nominating Committee met at the NCTA headquarters, December 7, 1963 with Joseph E. Belton as chairman. The following persons were nominated:

For President:

Mr. W. G. Byers
Dr. S. E. Duncan

For Vice President

Mr. M. M. Daniels
Mr. E. M. Holley

For Secretary

Mrs. G. J. Bowe
Mrs. Edythe R. Tweedy

For Treasurer

Dr. N. H. Harris
Mr. H. K. Griggs

For Board of Directors

Mrs. Lucille Burton
Mr. R. S. Cooper
Dr. S. O. Jones
Mr. J. W. Broadhurst
Mrs. L. B. Daniel
Mr. G. A. Page

Mr. Joseph E. Belton, Chairman
Mrs. Ruth Braswell Jones, Secretary

FOR PRESIDENT



Mr. Byers

Mr. Walter G. Byers, Principal of Fairview School, Charlotte, N. C., is a graduate of Shaw University, where he received his B. S. Degree; he received his M. A. Degree from Columbia University, and has done further study there and at the University of Wisconsin.

Teaching experience: for five years he was a classroom teacher and assistant principal at Highland High School, Gastonia, N. C.; he was for one year teacher-principal at Battleboro Elementary School, Battleboro, N. C.; two years a principal at Elementary School, Tarboro, N. C.; eight years a principal at O. R. Pope School, Rocky Mount, N. C.; and for the past sixteen years has been principal at Fairview School, Charlotte, N. C.

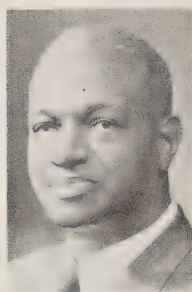
Mr. Byers has served as chairman of the Elementary Division, NCTA; director of the Audio-Visual Section, Western District, NCTA; President of the Charlotte City Teachers Association, and State NEA Coordinator from 1951-1953. He served also as State Director from 1953-1960. He is currently Vice President of the North Carolina Teachers Association.

Professional memberships include—local, state and National Education Association; Association for Supervision and Curriculum Development; American Teachers Association, National Elementary School Principals.

Community activities—member of the Board of Trustees, St. Paul Baptist Church. He holds membership in the NAACP and Omega Psi Phi Fraternity.

Mr. Byers is married to Thelma Barnes, has one daughter, Thelma Ann.

Dr. S. E. Duncan, a native of North Carolina, and President of Livingstone College, Salisbury, N. C., earned his Doctorate Degree at Cornell University, in 1949. He has done additional study at the University of London, London, England, and at Harvard University.



Dr. Duncan

Professional experiences include: classroom teacher, coach, principal and state Supervisor of Secondary Schools, State Department of Public Instruction. He has instructed summer sessions at A & T College, North Carolina College, Miami University and Tuskegee Institute.

As a professional organization worker, he has worked in local, state and national associations. He has attended more than 90% of NCTA Conventions since graduation, serving on numerous committees, and is a member of the state, and local association, as well as a life member of NEA, and a member of the Board of the North Carolina Fund.

On the national level he has served on Educational Projects for the U. S. Office of Education, Phelps-Stokes Fund, and the National Association of Biology Teachers. He is Vice President of the North Carolina Council on Human Relations, and has done extensive research in the field of education, contributing to many outstanding national and state publications.

FOR VICE PRESIDENT

Mr. M. M. Daniels is a native of Greenville, N. C., having received his early training in the public school system of that city. He is a graduate of Shaw University and holds a Master of Education Degree in Admin-

istration and Psychology from Pennsylvania State University. He has done further study at the university of California, Los Angeles, California.



Mr. Daniels

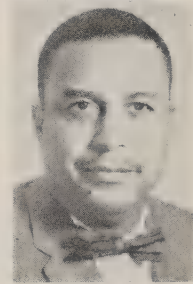
Daniels is presently principal of the Elvie Street Elementary School in Wilson, N. C., having had experience as principal of Brown Summit School, Brown Summit, N. C. and the Sallie Barbour School, Wilson, N. C.

He is active in many civic, social, religious, and professional organizations in the Wilson community. He is president of the National Alumni Association of Shaw University and recent past president of the newly organized North Central District of NCTA; serves as Secretary of the Deacon Board of First Baptist Church in Wilson, N. C., Treasurer of the Eleventh District of North Carolina Congress of Colored PTA, and a member of the Omega Psi Phi Fraternity.

A life member of NEA, he is also a member of NCTA, American Teachers Association, the National Association of Elementary Principals, NEA, and president of the Eleanor P. Reid Teachers Association, Wilson, N. C.

FOR VICE PRESIDENT

Edward M. Holley, born April 22, 1915, in Edenton, North Carolina, received his academic training from A & T College where he received the B. S. Degree in Science and Mathematics; also from A & T College, in 1948, he received the M. S. Degree in Rural Education and holds a Principal's Certificate. He graduated from New York University in 1953, receiving a M. S. Degree in Secondary Education, and has done further study at New York University (1954), and the University of North Carolina in Chapel Hill (1962).



Mr. Holley

Mr. Holley has served as principal of Gough Junior High School, Gough, Georgia; a teacher of Mathematics and Science at E. J. Hays School, Williamston, N. C.; a teacher at Eastman High School, Enfield, N. C.; and Loflin School, Summerfield, N. C. He has served as principal of Lee Elementary School in Sanford, and is at present principal of Florence School, Guilford County, High Point, N. C.

Professional memberships and af-

filiations include life membership in NEA, membership in NCTA, the American Teachers Association, the Department of Elementary School Principals, and the Guilford County Teachers Association, of which he has served as President. A member of the Executive Committee, Piedmont District, Mr. Holley has served as Vice President and President of the Piedmont District Teachers Association. He is now chairman of the Division of Administrators and Supervisors — NCTA, a member of the Board of Directors, NCTA, and State Representative of the Department of Elementary School Principals, NEA.

FOR SECRETARY



Mrs. Bowe

Mrs. Geneva J. Bowe is a native of Hertford County. She has had the following scholastic training: completed elementary and high school work at C.S. Brown School, Winton, N. C.; graduated from Elizabeth City State Teachers College, with a B. S. Degree. She received her Master of Arts Degree in Supervision and Curriculum Development at Teachers College, Columbia University, and has done further work at Tuskegee Institute and Yale University.

Services rendered—taught in the public school of North Carolina for fourteen years; taught handicapped children at Virginia State School, Hampton, Va. for one year; served as secretary for the Primary Section of the Northeastern District of the NCTA for several years. Mrs. Bowe has also served as secretary for the Principals and Supervisors Section of the Northeastern District, NCTA for seven years. She has served as chairman of the Northeastern District Supervisors for one year; as Assistant Leader of Girl Scouts, Troop Number I, Murfreesboro, North Carolina; and has been on the Executive Committee of the Northeastern District, NCTA.

Her professional memberships include—the Hertford County Teachers Association; life membership in NEA; the association for Supervision and Curriculum Development, the National Association of Jeans Supervisors, a member of the Northeastern District Supervisors, and a member of the North Carolina Good Neighbor Council.

Mrs. Bowe has been Supervisor of Hertford County Schools for ten years; a member of the State Advisory Committee on Teacher Education and Professional Standards; a member of the Executive Committee

of District I of the North Carolina Colored Parents and Teachers Association. She is recording secretary of the North Carolina Teachers Association, and Secretary Clerk of Pleasant Plains Baptist Church of which she is a member.

FOR SECRETARY



Mrs. Tweedy

Mrs. Edythe Robinson Tweedy is a native of Greensboro, North Carolina where she completed her high school education at James B. Dudley High School. She earned her Bachelor of Arts Degree from Bennett College with majors in English and French; and the Master of Education Degree from Boston University in Guidance. She has done further study at New York University, Pennsylvania State University and North Carolina College. Currently she is Guidance Counselor at the Booker T. Washington Senior High School, Rocky Mount.

Professional and civic affiliations: NCTA, NEA, American Personnel and Guidance Association, North Carolina Personnel and Guidance Association, National Council of Negro Women. Currently serving as Chairman of the North Central District Guidance Department and the NCTA Guidance Department, she has held offices in the Rocky Mount Unit NCTA and the Rocky Mount Association of Classroom Teachers, and is also a member of the Board of Directors of the Rocky Mount Mental Health Association, Vice president of the Grand Avenue YWCA, and president of the Rocky Mount Alumnae Chapter of Delta Sigma Theta Sorority.

She is an active member of the Mount Pisgah United Presbyterian Church. Married to W. R. Tweedy, she is the mother of one daughter, Gwendolyn Elaine.

FOR TREASURER



Mr. Griggs

Mr. Harry K. Griggs, Reidsville, N. C., is a graduate of Booker T. Washington High School. He received the B. S. Degree from Shaw University and the M. A. Degree from the University of Michigan, and has completed further study at A & T College, the University of Michigan, and Dillard University.

Mr. Griggs has served as a classroom teacher of Science and Mathematics at Roanoke Institute, Elizabeth City, and Caswell County High School, Yanceyville. He has also taught at the Branch Street School and the Washington High School in Reidsville, and has served as principal of the Branch Street Elementary School, and the Booker T. Washington High School, where he is currently principal.

Professional affiliations—founder of the Reidsville Teachers Association; a member of the Rockingham County Principals and Supervisors Association; a member of NCTA, the American Teachers Association, NEA, the National Elementary Principals Association, and the National Association of Secondary School Principals. He has served in the position of treasurer of the Piedmont District for four years, Chairman of the Principals Section, Piedmont District and chairman of the Mathematics and Science Section.

He is a member of the United Fund Board of Directors, the North Carolina Council on Human Relations, the Southern Regional Council, Omega Psi Phi Fraternity, and a member of the Divisional Committee of the Boy Scouts of America, Cherokee Council.

FOR TREASURER

Dr. Nelson Harris holds the A.B. Degree from Virginia Union University and the A.M. and Ph.D. Degrees from the University of Michigan. His first teaching experience was at Warren County Training School, Wise, N. C. Since then he has served two years as



Dr. Harris

professor of Education at Wilberforce University, five years as supervisor of Secondary Schools in North Carolina, and has been at Shaw University as Director of Teacher Education and Director of the Extension Department and Placement Bureau since 1929. He reactivated the Shaw University Summer School in 1932 and served as its Director through 1959.

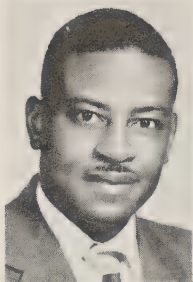
Dr. Harris has done additional study at Columbia University, Rutgers University, the University of Chicago, and New York University, and has contributed research articles to numerous educational journals.

Professional memberships—American Association of University Professors, National Society for Study of Education, NEA, NCTA, and a member of the North Carolina State Curriculum Committee. He has also served

as chairman of the TEPS Committee of NCTA. A member of the Pi Gama Mu and the Phi Delta Kappa Societies.

From August, 1962 to December, 1963, Dr. Harris served as Interim President of Shaw University, and is presently Treasurer of the North Carolina Teachers Association.

FOR BOARD OF DIRECTORS



Dr. Jones

Dr. S. O. Jones is a native of Trenton, North Carolina and attended the public schools of Jones County. He received a B.S. Degree from Winston-Salem State College, in 1938; M.A. Degree from New York University, in 1951; and the Doctor of Education Degree from the University of Oklahoma, 1962.

Dr. Jones has served as classroom teacher of E. J. Hayes High School, Trenton, N. C., 1939-1943; principal of Woodlawn Elementary School, North Wilkesboro, N. C., 1943-1951; Supervisor of Negro schools in Alexander, Alleghany and Wilkes Counties, 1951-1953. He is presently principal of Price Junior-Senior High School, Salisbury, N. C.

Professional Memberships: Life member NEA, National Association of Secondary School Principals, NCTA, American Teachers Association, Phi Delta Kappa, Board of Trustees, Winston-Salem State College, Mason and Shriner.

FOR BOARD OF DIRECTORS

Mr. J. W. Broadhurst received his B. S. degree at A. & T. College, Greensboro, North Carolina; his M. A. degree from the University of Michigan and did further study at the University of Michigan and Columbia University. He also attended workshops at A. & I. State University, Nashville, Tennessee.

His administrative experiences include—Principal of Jones County Training School, Pollockville, N. C.; principal of Georgetown High School, Jacksonville, N. C.; president of H. V. Brown School Master Club; past president of Onslow County Teachers Association and the Coastal Plain District Teachers Association; past Basileus of Nu Alpha Chapter of the Omega Psi Phi Fraternity; and past Master of Mount



Mr. Broadhurst

Horeb Masonic Lodge in Jacksonville. He also served as Chief Rabban of the Arabian Temple #42, New Bern, North Carolina.

In addition to the above, Mr. Broadhurst holds membership in the NEA, NCTA, American Teachers Association, and the National Association of Secondary School Principals.

FOR BOARD OF DIRECTORS



Mrs. Burton

Mrs. Lucille Pearson Burton, was born and received her high school training in Asheville, North Carolina. She attended Spelman College and completed additional study at Atlanta University, Hampton Institute, Columbia University, North Carolina

College, and Duke University. With the exception of one year's teaching at Highland High School in Gastonia, Mrs. Burton has taught at Stephens-Lee High School in Asheville.

She has had an active career in the local teachers association, having served as secretary, vice president, and president. Mrs. Burton is now president of the Classroom Teachers Unit of the Asheville-Buncombe Teachers Association.

FOR BOARD OF DIRECTORS

Mrs. L. B. Daniel was born and reared in Washington, N. C. where she attended the public schools, graduating from Washington High School. She received her B. S. Degree from Winston-Salem State College, her M. A. Degree from North Carolina College, and her Professional Diploma in Supervision and Teaching from Teachers College, Columbia University, New York.

Currently a supervisor of Wake County Schools, Mrs. Daniel has served as teacher and supervisor in the Pender County Schools.

Organization affiliations — Past chairman of the Grammar Grade Division, NCTA; past secretary, Coastal Plain District; past chairman of Supervision Division of the Coastal Plain District. She is an active member of the Wake County Teachers Association, chairman of the TEPS Committee; a member of the East Piedmont District Teachers



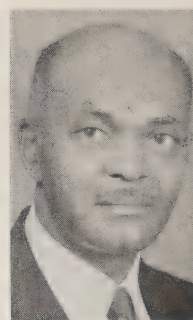
Mrs. Daniel

Association, and secretary of the East Piedmont Division of Administrators and Supervisors. She holds life membership in NEA, the American Teachers Association, and is immediate past President and life member of the North Carolina Congress of Colored Parents and Teachers. She is a member of the third District PTA of the North Carolina Congress of Colored Parents and Teachers, and is also chairman of their Group Relations Committee.

Other memberships include—the North Carolina White House Congress on Children & Youth, North Carolina Social Service, National Association of Elementary School Principals, and a neighborhood chairman of the Girl Scout Council, Inc.

Mrs. Daniel is a member of the Martin Street Baptist Church, Raleigh.

FOR BOARD OF DIRECTORS



Mr. Cooper

Mr. Russell S. Cooper of Beaufort County High School, Pantego, North Carolina, earned his academic degrees from two of the outstanding colleges in the eastern United States, and have pursued graduate studies in three others. He is an active member of several fraternal and civic organizations, and is a working member of the North Carolina Teachers Association.

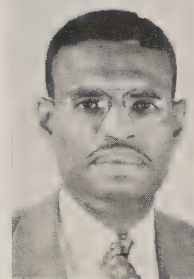
FOR BOARD OF DIRECTORS

George Arthur Page, Jr. is a native of Cumberland Land, Maryland where he completed his high school academic training in the schools of Cumberland.

Formal Training — He received the A. B. Degree from Morgan State College, Baltimore, Md., the M. A. Degree from Columbia University, New York. He has attended Summer School at A & T College, Greensboro, N. C.; and North Carolina College at Durham.

Professional Organizations — a member of Association for Supervision and Curriculum Development, National Association of Secondary School Principals, NEA, NCTA, and the Hoke County Teachers Association.

Since entering the field of Educa-



Mr. Page, Jr.

tion, he has served as Teacher-Principal at Wagram Elementary School, Wagram, N. C., Principal of Gibson Elementary School, Gibson, N. C. He has served as Supervisor of Instruction at Laurinburg City and Scotland County Schools, Principal of Upchurch High School, Raeford, N. C. He is past President of Scotland County Teachers Association, Vice-President of Hoke County Teachers Association, and Past President of the Fourth District North Carolina Congress of Colored Parents and Teachers.

Mr. Page is Institution Representative of the Western District Boy Scouts Troop 451, a member of the State Executive Committee of the North Carolina Resource-Use Education Conference, and an active member of many civic committees.

He is married to Addie E. McNeill from Wagram, N. C. and has one daughter, Carolyn Frances.

Tips For Teachers

SCHOLARSHIPS & GRANTS

Many local scholarships for teachers are available. Learn about scholarship requirements, prepare and apply for scholarships early and ask questions if there are problems. Track down all necessary information pertinent to your goal.

NORTHWESTERN UNIVERSITY. All Fields. University fellowships carry a cash stipend of \$1500. Write for details on other scholarships and fellowships. The Graduate School, Northwestern University, Evanston, Illinois.

UNIVERSITY OF PITTSBURGH. Education. Fifth year graduate program for persons with a bachelor's degree whose background includes study in teacher education; provides an income through a paid teaching

internship. Payments will vary but each student will earn about \$2,000. Write—Dr. Theodore Polk, Director, Office of Graduate Study in Education, Room 2717, Cathedral of Learning, University of Pittsburgh, Pittsburgh 13, Pennsylvania.

SPECIAL TUITION RATE PER TEACHERS. All fields of elementary. Special \$12.50 per semester hour—for in-service teachers. Summer School—write Director of Summer School, Duke University, Durham, N.C.

FULBRIGHT. Languages. Fellowship awards cover transportation, expenses of a language refresher course or orientation course, tuition, books and maintenance for one academic year. Write Information and Counseling Division Institute of International Education, 800 Second Avenue at 42nd Street, New York 17, N. Y.

DUKE UNIVERSITY. Administrators and Supervisors. 6-of \$200-Summer Session-Competitive basis - Academic record and experience. All required material before April 1. Write to: Director of Summer Session, Duke University, Durham, N. C.

Board Elects

Secretary-Treasurer

As successor to Mr. P. U. Watson, the Boards of Directors of the Credit Union and the North Carolina Teachers Association unanimously elected Fred D. McNeill, Jr., as Secretary-Treasurer of the NCTA Credit Union. Mr. McNeill also serves as Field Representative of the Association.

Mr. McNeill is himself an investor in the Credit Union, and expressed his dedication and belief in the total support of professional organizations.



THE
GRADUATE
SCHOOL OF
EDUCATION
OF THE

UNIVERSITY OF PENNSYLVANIA

NOW OFFERS

FOUR PROGRAMS OF EDUCATION FOR TEACHERS CERTIFICATION ONLY

For holders of bachelors degrees who, in their under-graduate studies, have completed an academic major in a subject which is taught in the secondary school.

MASTER OF SCIENCE IN EDUCATION

The master's degree and certification requirements may be earned in elementary or secondary education in three semesters, and this may be accomplished within a calendar year. Areas of specialization are:

Administration
Counseling
Industrial Arts Education
Reading
Teaching (Elementary & Secondary)
Vocational Teacher Education
Work with Adult Blind

TEACHER INTERNSHIP

Teacher internship is a variation of the degree certification pattern. This internship is now being offered for a selected group of graduates seeking certification as teachers in secondary schools. It places them in a full-time position for a half-year, with pay as a teacher intern and supervision provided by the University.

DOCTOR OF EDUCATION

Many areas of specialization are offered. Typical of these are:

Administration (School & College)
Counseling
Curriculum & Instruction
Educational Psychology
Foundations Of Education
Teacher Education
Vocational Teacher Education



University
of
Pennsylvania

FEBRUARY 7—13, 1964

SCOUT WEEK

BOY SCOUTS OF AMERICA

NORTH CAROLINA TEACHERS ASSOCIATION COMMITTEES

(The President and Executive Secretary of the Association are ex-officio members of all committees.)

Executive Committee

Dr. Lafayette Parker, Chairman
Winston-Salem College
Winston-Salem, North Carolina
Mr. Walter G. Byers
Fairview School
Charlotte, North Carolina
Dr. N. H. Harris
Raleigh, North Carolina
Mrs. Geneva J. Bowe
Post Office Box 293
Murfreesboro, North Carolina
Mr. W. R. Collins
Johnston County Training School
Smithfield, North Carolina
Dr. Charles "A" Lyons, Jr.,
(Consultant)
North Carolina Teachers Association
Raleigh, North Carolina
Mr. W. A. Foster, Consultant
East End School
Goldsboro, North Carolina
Mr. John H. Lucas
Durham, North Carolina
Mrs. Juanita Corbin
Bolton, North Carolina

Budget and Finance Committee

Mr. W. A. Foster, Chairman
East End School
Goldsboro, North Carolina
Dr. N. H. Harris
Raleigh, North Carolina
Mr. W. C. Witherspoon
Marian Anderson High School
Belcross, North Carolina
Mr. Clarence Moreland
Northwest Junior High School
Charlotte, North Carolina
Mr. E. E. Waddell
Second Ward High School
Charlotte, N. C.
Mr. A. J. Pindle
Fayetteville State College
Fayetteville, North Carolina
Mrs. Mae Sue Henry
Greensboro, North Carolina
Mrs. Juanita Barnette
Rocky Mount, North Carolina

Legislative Committee

Dr. F. G. Shipman, Chairman
North Carolina College at Durham
Durham, North Carolina
Mr. J. C. Bias
Brawley High School
Scotland Neck, North Carolina
Mr. Joseph Bradshaw
J. J. Jones School
Mt. Airy, North Carolina
Mr. H. D. Cooper
R. L. Vann School
Ahoskie, North Carolina
Mr. Charles Robson
Shaw University
Raleigh, North Carolina
Mr. N. L. Dillard
Caswell County High School
Yanceyville, North Carolina
Mr. O. A. Dupree
Sampson High School
Clinton, North Carolina
Mr. C. B. Stewart
Kinston, North Carolina

Mr. James Taylor, Consultant
North Carolina College at Durham
Durham, North Carolina
Mrs. Margaret W. Wilson
Route 1, Box 280
Kings Mountain, North Carolina
Attorney Curtiss Todd
Post Office Box 2242
Winston-Salem, North Carolina

Committee on Teacher Education and Professional Standards

Dr. Marguerite S. Frierson, Chairman
Fayetteville State College
Fayetteville, North Carolina
Mrs. Ila K. Bellamy, Supervisor
Rocky Mount City Schools
Rocky Mount, North Carolina
Dr. Nelson H. Harris, Consultant
Shaw University
Raleigh, North Carolina
Mr. O. F. Hudson
Griffin Junior High School
High Point, North Carolina
Miss Hazel Jordan
H. B. Suggs School
Farmville, North Carolina
Miss Annie M. Kenion, Supervisor
Duplin County Schools
Warsaw, North Carolina
Miss Eva Merritt, Co-Chairman
1903 Concord Street
Durham, North Carolina
Mrs. E. S. Randolph
University Park School
2400 Hildebrand Street
Charlotte, North Carolina
Mrs. Lula S. Williams
Coordinator of Elementary Education
Winston-Salem City Schools
Winston-Salem, North Carolina

"Libby Koontz" Brochure Committee

Mrs. Elizabeth D. Koontz
Salisbury, N. C.
Mr. Sterling Perry
Raleigh, N. C.
Mrs. Dorothy B. Jackson
Wilmington, N. C.
Mr. Joseph C. Duncan
Yanceyville, N. C.
Mr. William V. Morris
Robersonville, N. C.
Mr. Jeff Edward Smith
Durham, N. C.
Mrs. Naomi Morgan
Durham, N. C.
Mrs. Ruth B. Jones
Rocky Mount, N. C.
Mrs. M. S. Henry
Greensboro, North Carolina
Mrs. Nora E. Lockhart
Raleigh, North Carolina
Mrs. Edna Richards
Raleigh, North Carolina
Mrs. Juanita M. Corbin
Bolton, North Carolina

Convention Planning Committee

Dr. Lafayette Parker, Chairman
Winston-Salem College
Winston-Salem, North Carolina
Mr. C. J. Barber
Garner Consolidated School
Garner, North Carolina

Mr. M. G. Batey
Raleigh, North Carolina
Dr. C. "A" Lyons
North Carolina Teachers Association
Raleigh, North Carolina
Mr. G. F. Newell
J. W. Ligon Jr.-Sr. High School
Raleigh, North Carolina

Commission on Professional Rights and Responsibilities

Mrs. E. D. "Libby" Koontz, Chairman
418 S. Caldwell Street
Salisbury, North Carolina
Dr. S. E. Durante
Second Ward School
501 S. Alexander Street
Charlotte, North Carolina
Mrs. H. H. Hatton
Post Office Box 191
Henderson, North Carolina
Mrs. Mae Sue Henry
1500 S. Benbow Road
Greensboro, North Carolina
Mr. James A. Lacewell
Johnston County Training School
Smithfield, North Carolina
Mr. L. J. Lockamy, Jr.
J. W. Seabrook School
512 Albany Street
Fayetteville, North Carolina
Mr. J. M. Slade
Jamesville Township School
Williamston, North Carolina
Mr. B. T. Washington
Williston Senior High School
Wilmington, North Carolina

NCTA-NEA Delegate Orientation Committee

Mr. J. H. Lucas, Chairman
Hillside High School
Durham, North Carolina
Mr. W. G. Byers
Fairview School
915 Burton Street
Charlotte, North Carolina
Mr. C. J. Barber
Garner Consolidated School
Garner, North Carolina
Mr. W. R. Collins
Johnston County Training School
Smithfield, North Carolina
Mrs. Juanita Corbin
Route 1
Bolton, North Carolina
Mrs. E. D. Koontz
418 S. Caldwell Street
Salisbury, North Carolina
Dr. Charles "A" Lyons
125 East Hargett Street
Raleigh, North Carolina
Mrs. Margaret W. Wilson
Route 1, Box 280
Kings Mountain, North Carolina
Mrs. Edna C. Richards
125 East Hargett Street
Raleigh, North Carolina

NCTA Professional Dues Brochure Committee

Mr. H. V. Brown, Chairman
Mr. C. J. Barber

(Continued on Page 20)

"Many children score below the 70 I. Q. who are not feeble minded or mentally retarded. One must have evidence that mental growth has stopped. As long as a child is developing one cannot be sure that he is mentally ill. Children are classed as feeble minded because they fail class work and when given an intelligence test they fail this also."

These statements have great significance for all teachers, especially elementary teachers.

Stroud has classed the trainable mentally handicapped as those with I. Q.'s from 50-70. He states that the public schools have assumed the responsibility for educating these pupils.

This problem is of grave concern to the writer because a large per cent of the pupils in North Carolina schools score below the 70 I. Q. However, the vast majority of them are normal in every sense of the word. They come from very low socio-economic families. They live in predominantly agricultural regions where much of their

forth sufficient effort, they will do so. This assumption has led to the selection of uniform books, the use of uniform methods, and the expectancy of uniform learnings in the curriculum, all of which now hamper a teacher who recognizes the particular learning abilities of these pupils and the inappropriateness of such emphasis on uniformity. One of the most undesirable results of these practices is the effect upon the pupil, who, sensing that he is "inferior", "below grade" or "subnormal," loses interest and even acquires great distaste for everything related to school.

Dr. Gans beautifully describes teachers who do not understand the slow development of some readers. "They realize that these pupils have difficulty in reading common textbooks, but all too often, instead of setting aside this book, they spend what little time they can give the individual pupil in trying to help him read a paragraph or a sentence." How many times the writer recalls instances of this kind and how humiliating



Slow Learners

Want to Read, Too

Frank B. Weaver, graduate of Fayetteville State College, received his Master's degree from Teachers College, Columbia University, and his Doctor of Education degree from Pennsylvania State University. He is currently a supervisor of elementary education with the State Department of Public Instruction, Raleigh, North Carolina.

school time is consumed in farm labor. Their cultural experiences are limited and their level of aspiration is low. They represent homes where the average schooling is that of fifth grade. This also is true of the disadvantaged child who lives in urban slum areas.

What implications do these factors have for teachers of the elementary school? This is the problem. Many teachers in the writer's situation still try to teach pupils out of textbooks in a given grade which are geared toward middle class culture. Our greatest problem, of course, is the teaching of reading, the basic tool of learning. Shelly Umans said that reading is a staple in the instructional program—a base on which all learning is built.

Several references have been consulted in order to get some helpful suggestions that might serve as a starting point, at least, in our school situation. Roma Gans calls our attention to several false assumptions that teachers make in the beginning. First, they assume that all pupils in a grade should achieve a grade standard in reading, as well as in all other areas and if they put

it was for the pupils as well as nerve-racking for the teachers, and boring to the pupils listening. The writer can understand the teachers' motives. Too often elementary teachers are blamed by the upper grade teachers for children being unable to read, not only the reader, but also the basic texts in geography, arithmetic, health, etc. What is needed most is more articulation between the elementary, junior high and high schools. Much of the misunderstanding would be obliterated and education could better be seen and administered as a continuous process. Regardless of what level the child's need is diagnosed, the prognosis will be to cure the ills where one finds them, and he will be a well adjusted, healthy child, not only in the future, but now as well. This is the ultimate goal of child development.

Teachers who have been heard to complain about lack of materials suitable to slow-learners need only look around them. There are many comics, Big-Little books and pictorial materials. Many of these commercial materials touch upon real interests which these pupils hold in common with other pupils. Helping them to gain access to their use, and giving them time and encourage-

ment for reading these materials will put these children safely on the road to reading progress.

Roma Gans has suggested that a slow-learning reader should be made to feel at home and respected in the group with which he is working. He should be given regular assistance at frequent intervals, preferably everyday. Use personal interests as a basis for reading aid, increase the time available for individual reading, and encourage helpful relationships in the group.

If the class program is organized around large units of work where each child contributes to the extent of his ability, the teacher will have little difficulty in meeting the needs of a child who has retarded development. Here again is food for thought. The writer has wondered many times whether it was better to make an attempt to have teachers use the activity or unit method which many know so very little about, or have them improve the techniques in their textbook teaching. The problem seems to have ambiguous solutions. What would be the results if teachers gave up their old procedures, which they know very well as a result of many years of authoritarian experience, is still a question. Modern techniques have advantages, but disadvantages, too. Learning is the important thing.

Ruth Tooze throws a great deal of light on the subject of reading in her book, *Your Children Want To Read*. She makes it clear that social, emotional, and developmental needs of the child must be met in his reading if it is to interest him and motivate him to further reading. She emphasizes the values, the fun, to be gained from reading and gives sound advice on the utilization of television as a motivating factor in children's reading.

Some statements that she made which seem to strengthen principles of child-development are: Mass reading is no more possible than mass learning. Equal opportunity for learning does not mean identical opportunity. The children in any fifth grade have as many differences as likenesses. Each child is an individual with his own developmental pattern of growth, this means that each learns in his own way, not in some one else's.

Far be it from Dr. Tooze to infer that teachers should accept the fact that some children are just not cut out to read. Rather, the implication is the difference in psychological approach. Many teachers become victims of ego involvement when all of their children fail to read with some degree of normality interpreted by certain standards. If each child would be seen more as an individual rather than a part of a group, perhaps more techniques would be devised so as to allow for these differences.

This writer has always strongly emphasized the need for more centers of interest in the classroom with adequate work space. This means a

reading corner with tables and benches or chairs of right height, much shelf space and plenty of books. There should be time in everyday when each child is free to go to that reading center to read what he can and wants to read, at his own level of ability.

Slow learners pose somewhat different problems from rapid achievers in regard to reading interests. Like adults, children also shy away from unpleasant experiences. Therefore, greater time should be spent on finding ways to interest slow learners in reading. Our knowledge that learning is an individual matter, that different pupils interact with different stimuli, that facts important to one person may not seem so to another, makes individual planning and evaluation a necessity. There must be a variety of books in sufficient quantity, maps, globes, atlases, recordings, drafts, pictures, magazines, tools, gadgets, AV materials—all of which allow many opportunities for exploration. These things are among those which motivate children to read. Jeannette Veatch says that children can and do read better, more widely, and with vastly increased interest when allowed to choose their own reading materials.

In conclusion, this writer feels that educators, especially teachers of the elementary school who are responsible for the foundations in education, should become cognizant of the challenge that slow learners pose. Five per cent or more of our school population falls into this category. An enormous number of pupils that have I.Q.'s below 70, as a result of their socio-economic background, do not have to be failures in life, thanks to the American way of life. It is quite certain that many of our local, state and possibly, national politicians have been those with low I.Q.'s. If teachers would take cognizance of this, perhaps they would be better motivated so as to properly motivate all pupils who look to them for deliverance from the curse of ignorance by learning to read. Yes, the slow learner can read and wants to read, too.

BIBLIOGRAPHY

- Gans, Roma J. *Guiding Children's Reading Through Experiences*. Columbia University, New York.
- Stroud, James B. *Psychology In Education*. New York, 1956.
- "The Elementary Course of Study." Bulletin 233B, Department of Public Instruction, Harrisburg, North Carolina, 1949.
- Tooze, Ruth *Your Children Want To Read*. New Jersey, 1957.
- Umans, Shelley *New Trends In Reading Instruction*. Columbia University, New York, 1963.
- Veatch, Jeannette *Individualizing Your Reading Program*. New York, 1959.

From the Field Representative

FRED D. McNEILL

In the restored position of Field Representative, I have traveled approximately 6,000 miles and visited 20 local units in promoting the programs of our association. My primary responsibility is to provide field service to the many local units across the state. By utilizing your Field Representative, all phases of the total unified program can be promoted. Please request field service at least one month in advance.

Of particular interest to district and local unit presidents is a proposed Leadership Conference in every district early in the spring.

As the newly elected Secretary-Treasurer of our Credit Union, I would like to bring you up to date and announce an ambitious three year plan.

At the time of my appointment, your Credit Union had 222 members and about \$6,000.00 in total assets. It had loaned more than \$5,000.00

in helping many teachers. The present loan limit of \$300.00 per year was necessary because of so few investors. Now, I think we are ready to move into high gear, and this is my proposal.

In an ambitious drive for 1,000 members, (total assets of \$50,000.00 or more by June 1964) and to put you on the road to financial security, we will be glad to credit the account of every principal \$100.25 for just \$3.25 interest, payable in six installments of \$17.25 each; every teacher, \$50.25 for just \$1.75 interest, payable in six installments of \$8.67 each. Does your school or local unit have just 10 members willing to participate and save now! If so, it is conceivable that the dividend rate can be 4% by December, 1964; 4½% by December, 1965; 5% by December, 1966 and we will be able to meet more adequately the financial needs of many of our fellow teachers.

The Code of Ethics of the Education Profession

*Adopted by the NEA Representative Assembly
Detroit, Michigan, July 1963*

PREAMBLE

We, professional educators of the United States of America, affirm our belief in the worth and dignity of man. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards.

We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

PRINCIPLE I

Commitment to the Student

We measure success by the progress of each student toward achievement of his maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home.

In fulfilling our obligations to the student, we—

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgment.
3. Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.
4. Make discreet use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.

7. Avoid exploiting our professional relationship with any student.
8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

PRINCIPLE II

Commitment to the Community

We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public.

In fulfilling our obligations to the community, we—

1. Share the responsibility for improving the educational opportunities for all.
2. Recognize that each educational institution may have a person authorized to interpret its official policies.
3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.
4. Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies, and take any action deemed necessary and proper.
5. Use educational facilities for intended purposes consistent with applicable policy, law, and regulation.
6. Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities.
7. Protect the educational program against undersirable infringement.

(Continued on Page 34)

Across the State with District Meetings

Each of the eight district of the North Carolina Teachers Association met at spaced intervals from October 1 through November 15 for a full day of business. The business at hand was education and the association of teachers.

Each meeting, presided over by its officers, had an array of special consultants and speakers, all stressing the importance of education and the teacher's responsibility.

NCTA officers and ATA representative Joseph Duncan were present with commendations, suggestions, and advice.

Amid motions and resolutions, introductions and remarks, came support for the NCTA Unified Dues Plan, the Hammocks Beach Project, the Credit Union; and support for "Libby" in her campaign for national office.

In some districts, the old gave way to new leadership; in others, renewed commitments to continuing leadership were given. In each district the hospitality of district leaders and its members was warm. Following are spot lights of the various district meetings:

Southwestern District— October 1, 1963

The twenty-three counties of the Southwestern District were represented at the Northwest Junior High School in Charlotte. Dr. Lafayette Parker, President of the North Carolina Teachers Association was guest speaker at the morning business session, presided over by District president, Mr. James A. Clarke.

Dr. Parker asked the question, "What is a Profession?" Not a name or an exterior symbol, he told his audience, rather a self-created body of organized, self-directed individuals. "Teaching is our profession, and the organizational structure on which we stand must continue to be strong."



Participants of the Library Section meeting: Grace Soloman, Co-chairman; Marion Jacobs, Chairman; Pennie Perry, Mary K. Johnson, Consultant; Gertrude Coward, Director of Libraries, Charlotte-Mecklenburg Schools.

The Classroom teachers listened later in the day to their own "Libby" Koontz, who outlined various areas of educational concern and importance, and stressed the need for wise decisions of commitment in the field of education.

In tune with the atmosphere of professionalism and decision making, Dr. Charles A. Carroll, Superintendent of Public Instruction, told the afternoon audience that employment and employability were the greatest problems confronting the nation today. He challenged the principals to "establish themselves as master teachers before their students and co-workers," and charged each teacher to "be responsible for keeping just one potential drop-out in school ... Education is our greatest resource," he said, "are we doing our share to protect it?"

With the presentation of platform guests and the induction of newly elected officers, the Southwestern District Meeting adjourned.

Newly elected officers for the District are: President, Mr. James A. Clarke; Vice President, Mr. James Fox; Corr. Secretary, Mrs. Betty Mann; Rec. Secretary, Miss Marjorie Morris; Treasurer, Mr. John Carson, and NEA Co-ordinator, Mr. Robert Davis.

Piedmont District—

October 9, 1963

In Laurinburg, members of the Piedmont District convened

early, first, in a meeting of the Department of Classroom Teachers, presided over by district director, Mrs. Grace Whitted. Mrs. Juanita Corbin, state president, DCT, acquainted the teachers with the department's goals for the year, and offered other timely information.

In the late morning, Mr. Charles H. Coleman, President, PDTA, opened the business and general session, and received remarks from visiting city and county officials.

Mrs. Elizabeth D. Koontz, Vice President DCT-NEA, was featured speaker for the day. Introduced by Mrs. Edna C. Richards, Executive Secretary of DCT-NCTA, Mrs. Koontz used as a spring board, lines from the poem, "Stopping By Woods On A Snowy Night" by the poet, Robert Frost:

*"... The woods are lovely, dark
and deep.*

*But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.*



Mrs. Elizabeth D. Koontz addresses PDT General Assembly, "A Time For Decision."

"We, too, have made promises," Mrs. Koontz told her audience. As we accepted licenses of employment we made promises to ourselves, to our students, to our community, and we have miles to go in keeping them. We must be alert and informed, she said, about the trends and advancements in our field. There are matters to be learned and unlearned; there are demands for scholarship to be met. We must do our duty — and then some.

Filled with the splendor of new concepts and ideas, and weighted under the responsibility of realizing them, the teachers adjourned their session and reconvened in the afternoon for sectional meetings, the final meetings on the day's program.

Coastal Plain District—

October 25, 1963

New Bern was the site this year for the Thirteenth Annual Session of the Coastal Plain District. The opening general session, presided over by President, J. H. Carney, received greetings from the Mayor of New Bern, Mr. Mack L. Lupton and Assistant Superintendent of City Schools, Mr. J. W. Allen. Dr. Ivan A. Booker, Director of the Membership Division, NEA, was featured speaker for the day.

Using the national theme, "A Great Profession, Ours By Choice," Dr. Booker asked a series of questions which pricked the consciences of his listeners.

Did you choose teaching? he asked, Or did you stumble into it? Why? Did you have a conscious goal of achievement—to do something worthwhile that admits self-respect?

Was it a wise choice, and does education really make any difference to the young people? The teacher succeeds, he said, not so much through his own efforts, but through his students'.

Is the profession becoming more or less attractive . . . Can we make it better? . . . If yes, who is going to do it? On and on he probed, forcing—allowing a self-evaluation of the teacher and of his profession—one that dared not have ended with his address.

The Business session which followed immediately, closed with remarks by NCTA President, Dr. Lafayette Parker, Executive Secretary, Dr. Charles "A" Lyons, Jr. and Executive Secre-

tary, DCT-NCTA, Mrs. Edna C. Richards.

Mr. C. C. Smith, past President of the District installed the newly elected officers at the business session. They are: President, Mr. A. D. Smith; Vice President, Mr. A. C. Crowder; Recording Secretary, Miss Mamie Hoskins and Corresponding Secretary, Miss Lillie M. Jennings.

North Central District—

November 1, 1963

The Second Annual Meeting of the North Central District was called to order by Mr. M. M. Daniels, President, who bade his co-workers to continue changing with the changes of today. He recognized the classroom teacher as indispensable, and stated that her tasks should include the teaching of moral and spiritual values as well as the academics.



Dr. Lafayette Parker installs newly elected District Officers; left to right: Mr. T. M. Ringer; Mr. L. H. Mosley; Mrs. Elsie B. Miller; Mrs. Annie F. Calvert; Mr. J. M. Miller, Jr.

Mr. T. M. Ringer introduced the guest speaker, Dr. William C. Archie, Director of the State Board of Higher Education in Raleigh. A North Carolinian, and akin to the problems of the State, Dr. Archie posed the question of how we can improve education for all our people, in particular for our Negro students. It is a grim story, he said, noting that "things are not right in many areas." He brought to the forefront the gap between Negro college students and their white counterparts, explaining in various instances, but never excusing. "Our Negro students must be-

come better qualified to meet the opportunities rushing upon them . . . they are from one to three years behind in achievement." Public school teachers in particular can do much to alleviate this problem. People will do what they are expected to do—we must raise our standards of expectancy. "With the freedom to become oneself comes an awesome responsibility," Dr. Archie said, charging the teachers to accept it.

The Code of Ethics of the Education Profession was of main concern to the Association of Classroom Teachers at their morning session. Mr. Richard L. Morgan, Associate Legal Counsel of PR&R—NEA, spoke to the group on ways of implementing this code on local and state levels. Other sectional and divisional meetings followed throughout the late morning and early afternoon.

With the adjournment of the afternoon general session, the meeting of the North Central District was closed. Newly elected officers for this district are: President, Mr. L. H. Mosley; Vice President, Mr. T. M. Ringer; Recording Secretary, Mrs. Elsie B. Miller; Corresponding Secretary, Mrs. Annie F. Calvert and Treasurer, Mr. J. M. Miller, Jr.

East Piedmont District—

October 11, 1963

Franklinton and the B. F. Person-Albion High School were host to East Piedmont's Fourth Annual District Meeting, which opened with sectional meetings at nine o'clock. Filling the afternoon were business and general sessions, presided over by Mr. James R. Barnes, President and Mr. Jeff Smith, Vice President.

Greetings from city and county school officials and NCTA executives preceded an enlightening address by President-Elect of the National Education Association, Miss Lois Edinger.



Mrs. H. S. Boone assists Lois Edinger at the General Assembly; right: Miss Edinger addresses the Assembly, "What Is A Profession?"

After asserting that teaching was, indeed, a great profession, and ours by choice, Miss Edinger, a Tarheel and educator herself, explored with depth the question, "What is a Profession?" It is more than a set of initials, she said, and the teaching profession, as does every profession, adheres to certain characteristics.

As a profession it embodies a specialized body of knowledge and skills, it seeks the competence, and serves the needs of its members, it has ethical standards, and it influences public policy.

Whatever we give the profession in return, Miss Edinger concluded, should be nothing less than active participation.

The general session adjourned with the recognition of platform guests.

The divisional meetings — (Classroom Teachers and the Division of Administrators and Supervisors) — met following the close of this session, thus ending a day of educational experiences in Franklinton.

Western District—

October 18, 1963

Mr. L. R. Campbell, past Vice President and newly elected president of the Western District presided over the first general session in Fries Auditorium at Winston-Salem State College. Dr. Kenneth R. Williams, President of the College, offered the facilities and hospitality of the

campus to the assembly. He expressed awareness of the significant times in which we live and saw the need for educators to re-evaluate what is to be done and what is being done.

In his address to the assembly, District President, Mr. E. F. Wilson, scanned the national and international scene, accenting the enormous changes which have taken place in the past year, and stressing the need for communication among the peoples of the world. "Great communities, great states, great nations," he said, "are made by great organizations within them." He charged his members to use and support the headquarter facilities and staff of the North Carolina Teachers Association.

The second general session welcomed as guest speaker Dr. Dan Dodson, Director of the Center for Human Relations and Community Studies at New



Mr. E. F. Wilson, recent past District President; Dr. Dan Dodson, Director of the Center for Human Relations and Community Studies, New York University, New York.

York University. He, too stressed the great changes of our time, and charged teachers to meet the challenge of their profession. We must close the gap that exists between social communities, he said; while mass full-powered programs are good, they are no substitute for education. "We are reaching the point, where the goals of citizenship are no longer compatible with goals of scholarship; yet if we are to exist, we cannot divorce the two." Dr. Dodson concluded that human engineering is the unfinished business of Americans today.

Mr. Wilson adjourned the meeting of the Western District. Newly elected officers for the District are: President, Mr. Leroy Campbell; Vice President, Mr. B. N. Cook and Secretary, Mrs. Hazel Paisley.

Membership Roll Correction Winston-Salem Unit

Local	State	NEA	Classroom Teachers
398	396	370	379

Northeastern District—

November 8, 1963

Farmville played host to the Northeastern District's Twenty-sixth Annual Meeting held at the H. B. Sugg School on Friday, November 8. The first general session, presided over by Vice President, F. H. Mebane, heard greetings from NCTA Executives and Officers, and later listened to Dr. John W. Davis, Director of Teacher Welfare and Information, NAACP, Legal Defense and Education Fund, who was the featured speaker for the morning.

Taking his theme from the District theme: "Motivating Pupils for Social Responsibility Through Excellence in Achieve-

ment," Dr. Davis stressed the necessity for excellence and motivation in youngsters of all social and racial groups. "Through



District President, Mr. A. R. Bowe confers with guest speaker, Dr. John W. Davis, Director, Teacher Welfare and Information, N A A C P New York City.

teachers present, and adjourned for an early afternoon general session. Mr. A. R. Bowe, President, presided.

Dr. Walter N. Ridley introduced to the assembly Dr. J. Rupert Picott, Executive Secretary, Virginia Teachers Association, who continued in the mainstream of thought—ours is a time for decision in America regarding responsible education and freedom.

After various committee reports and the recognition of visitors, the President adjourned the meeting of the Northeastern District.

Southeastern District—

November 15, 1963

Dr. Rudolph Jones, President of Fayetteville State College, opened the doors of his campus on November 15 to over one thousand delegates of the Southeastern District. In his remarks to the assembly, Dr. Jones charged the teachers to make use of the educational and vocational facilities that are available. "Serious problems," he said, "cannot be solved in Washington, or Raleigh, or any place else by anyone else. They must

be solved by us."

Dr. Parker, NCTA President, and other officials echoed the imperative need for professional responsibility and attitudes on the part of North Carolina educators.

At the close of the first general session the departments and sections met at various points on the campus. Notable consultants from NEA and neighboring college campuses assisted at these meetings.

Mr. William Stiles, Assistant Executive Secretary of the Department of Classroom Teachers, spoke to the assembly at a late afternoon general session in the Seabrook Auditorium. Mr. Stiles gave a comprehensive view of the multiple service areas that are a part of the National Education Association. The NEA can do collectively many things which separate associations cannot do, he said, and urged local and state affiliates to acquaint themselves with these services and make use of them when necessary.

Committee reports and benediction by the Reverend C. H. Thomas closed this session, and the season of district meetings across the state.



Left to right: Mr. W. A. Foster, Miss Barbara J. Hankins, Mr. J. H. Twitty, Mr. William Stiles, Department of Classroom Teachers, NEA, Mrs. Juanita Corbin, Dr. Lafayette Parker, Mr. Fred D. McNeill, Dr. Charles "A" Lyons, Jr., Mr. Henry Gobel, National President DCT-NEA, Dr. Frank B. Weaver, Mrs. Edna C. Richards, Mr. J. A. Brown, Mr. J. C. Duncan.

Association Committees

(Continued from Page 12)

Mr. W. R. Collins
Dr. J. W. Seabrook

Liaison Committee

Dr. L. Parker
Winston-Salem State College
Winston-Salem, North Carolina
Mr. Walter G. Byers
Fairview School
915 Burton Street
Charlotte, North Carolina
Dr. Charles "A" Lyons
125 East Hargett Street
Raleigh, North Carolina
Mrs. Mae Sue Henry
1500 S. Benbow Road
Greensboro, North Carolina
Mrs. Nora E. Lockhart
Crosby-Garfield School
Raleigh, North Carolina
Dr. N. H. Harris
918 New Bern Avenue
Raleigh, North Carolina
Dr. J. A. Tarpley
Dudley High School
Greensboro, North Carolina
Dr. Frank Tolliver
312 Cox Street
Raleigh, North Carolina
Mr. J. H. Lucas
Hillside High School
Durham, North Carolina
Dr. S. E. Duncan
Livingstone College
Salisbury, North Carolina
Mr. W. R. Collins
Johnston County Training School
Smithfield, North Carolina
Mrs. Elizabeth D. Koontz
418 South Caldwell Street
Salisbury, North Carolina
Dr. James T. Taylor

Constitution Committee

Mrs. Ida H. Duncan
630 W. Monroe Street
Salisbury, North Carolina
Mr. J. A. Harper
J. H. Sampson School
Kinston, North Carolina
Mr. J. E. Belton
Stephens Lee High School
Asheville, North Carolina
Mr. W. M. Daniels
P. S. Jones High School
Washington, North Carolina
Dr. Marion George
Fayetteville State College
Fayetteville, North Carolina
Dr. J. A. Tarpley
Dudley High School
Greensboro, North Carolina
Mr. Curtiss Todd
P. O. Box 2242
Winston-Salem, North Carolina
Mr. E. V. Wilkins
Washington County Union School
Roper, North Carolina

Resolutions Committee

Mr. J. L. Johnson
1409 Nun Street
Wilmington, North Carolina
Miss Maude Freeman
510 West 3rd Street
Weldon, North Carolina

Mr. J. A. Gibson
Southside High School
Rowland, North Carolina
Mr. Z. V. Gordan
Davis School
Robbins, North Carolina
Mr. C. C. Griffin
Logan School
Concord, North Carolina
Mr. W. T. Johnson
1005 Benbow Road
Greensboro, North Carolina
Mr. James Foxx
1937 Crestdale Drive
Charlotte, North Carolina
Mr. G. T. Swinson
S. W. Snowden High School
Aurora, North Carolina

Personnel Committee

Mr. T. M. Ringer, Chairman
Nash Central High School
Nashville, North Carolina
Mr. W. G. Byers
Fairview School
Charlotte, North Carolina
Miss Edna S. Smallwood
Box 90
Pollocksville, North Carolina
Mr. E. M. Holley
Benbow Road
Greensboro, North Carolina
Mrs. Juanita Corbin
Route 1
Bolton, North Carolina

Headquarters Building Committee

Members

Mr. C. B. Stewart
700 East Lenoir Avenue
Kinston, North Carolina
Mrs. Nora Evans Lockhart
115 South Tarboro Road
Raleigh, North Carolina
Mrs. Edna Richards, Consultant
516 South East Street
Raleigh, North Carolina
Mr. William Daniels
821 Bridge Street
Washington, North Carolina
Mr. E. Barnes, Principal
Darden High School
Wilson, North Carolina
Mr. B. H. Thornton
1315 South Alston Avenue
Durham, North Carolina
Mr. C. J. Barber
205 North Tarboro Road
Raleigh, North Carolina
Mr. S. C. Smith
A. & T. College
Greensboro, North Carolina
Mr. George Foxwell
1807 Charles Street
Raleigh, North Carolina
Mrs. Mae Rudd Williams
1847 Broadell Drive
Fayetteville, North Carolina
Mrs. Annie Pridgen
Post Office Box 567
Raeford, North Carolina
Mrs. Elizabeth Randolph, Principal
University Park School
2400 Hildebrand Street
Charlotte, North Carolina

(Continued on Page 29)

History and Background— for your personal library or for the school library

AMERICAN NEGRO SLAVE REVOLTS by Herbert Aptheker. The only complete, documented history of resistance to slavery, by the noted scholar. 409 pp. Cloth \$5.50; paperback \$2.25

JOHN BROWN: A Biography by Dr. W. E. Burghart Du Bois. The classic defense of the martyr of Harper's Ferry, with new preface and conclusion written by the great scholar and leader just before his death. 414 pp. Cloth \$5.50; paperback \$2.25.

RECONSTRUCTION: The Battle for Democracy by James S. Allen. American history's most distorted period, 1865-76, is reinterpreted in the light of the Negro aspirations for freedom and progress for the South. 256 pages. Cloth \$4.00; paperback \$1.65.

A STAR TO STEER BY by Hugh Mulzac. The captain of the legendary *Booker T. Washington*, tells of his life-long struggle to win his rightful place on the bridge. 256 pp. Ill., Cloth \$5.00; paperback \$1.85.

THE LIFE AND WRITINGS OF FREDERICK DOUGLASS Edited, with a full length biography, by Philip S. Foner. The only complete collection of the writings and speeches of the pioneer of the freedom movement. 4 big volumes. \$15.00

HISTORY PAMPHLETS by Herbert Aptheker:

<i>The Negro in the American Revolution</i> .....	.20
<i>The Negro in the Abolitionist Movement</i> .....	.20
<i>Negro Slave Revolts in the United States</i> .....	.35
<i>The Negro in the Civil War</i> ..	.50
<i>The American Civil War</i> .....	.35
<i>Labor Movement in South During Slavery</i> .....	.20
I. Cable Manes, ed. <i>George W. Cable: Selections</i> .....	.15
P. S. Foner, ed. <i>Abraham Lincoln: Selections</i> .....	.35
<i>Thomas Jefferson: Selections</i> .....	.35
<i>Franklin D. Roosevelt: Selections</i> .....	.40
Elizabeth Lawson, <i>Lincoln's Third Party</i> .....	.20
<i>Samuel Adams: Selections</i> ..	.35

Write for complete catalog

INTERNATIONAL PUBLISHERS
381 Park Avenue South
New York, N. Y. 10016

A Report on the Effectiveness of: An Enrichment Program

Riverview School

Murfreesboro, N. C.



In an effort to provide for efficient and effective instruction at the Riverview School in Murfreesboro, North Carolina, the practice of grouping students according to ability within each class was introduced about ten years ago. Despite this effort, however, the workers in the school found that it was becoming increasingly difficult to meet the needs of the children. Diversity in ability, motivation, extent of academic retardation, health, attendance, and community related factors compounded the problem.

It was realized by the teachers that some steps should be taken to reduce the diversity, especially in terms of level of achievement. In order to accomplish this end, the principal, Mr. Abner R. Bowe, suggested the idea of a more homogeneous type of grouping with three levels of ability within a given grade. Although unusual at the elementary level, Mr. R. P. Martin, Superintendent, and Mrs. Geneva J. Bowe, Supervisor, were in agreement with Mr. Bowe that some experimental action such as this might be worthwhile in seeking at least a partial solution to some of the problems. Thus, the idea of grouping with three levels of ability within each grade was taken as a first step.

Grouping the Students

The system of grouping which already existed was placed under critical analysis. The students were rigorously tested and re-grouped according to the results of both intelligence and school records. After considerable experimentation with these factors the students were gradually re-grouped with three "ability" groups at each grade level. The lowest level within each grade was found to be from one to four years retarded academically.

In reference to the grouping, flexibility was to be an outstanding feature of the plan. Students were to be assigned to higher or lower levels depending upon their progress.

In order that parents might get a better understanding of the grouping system they were invited to visit the school and observe the program. Any questions regarding the placement of children in certain groups were carefully answered. After the advantages of grouping were pointed out the majority of them readily cooperated in the over-all plan.

Selection of Teachers

The administrative personnel in the school was then faced with the problem of selecting teachers for the different ability level classes. This problem was particularly acute in view of the fact that no teacher had pursued courses leading to special training in the teaching of academically retarded groups.

Among the criteria employed for the selection of the teachers for the retarded groups were these three: (1) that the teacher should be sympathetic toward the children, (2) that the teacher should try to understand the problems of such students, (3) that the teacher should possess a willingness to work untiringly at helping each child achieve a level commensurate with his ability.

In the initial stages of the program some of the teachers selected were apprehensive when asked to accept the assignment; however, the challenge was accepted by all and the problem was attacked with zeal. Seventeen teachers were assigned to these classes.

Teacher Preparation for Instruction of the Newly Organized Low Level Groups

Mr. Frederic McCutchen, consulting psychologist, Department of Exceptional Children, State Department of Public Instruction, was setting up a special education class for children with I.Q.'s below 70 at the Riverview School at the time of the initiation of the new grouping procedure. The teachers assigned to the lowest level groups, and Mrs. Eliza Y. Jenkins, Special Education teacher, were able to secure his valuable guidance both on an informal and on a formal basis. The teachers gained confidence and skill from his help. These consultative services also helped the teachers to develop desirable attitudes toward the pupils, and incidentally, the student's attitudes toward their teachers began to show noticeable improvement.

To further help the teachers of the slowest students, the principal suggested the development of a workshop early in the school year. Mrs. Octavia B. Knight, Director of Special Education at North Carolina College, was invited to hold a three day workshop for the teachers. A theme, "Each Child is Different" was selected for the workshop. During the three day period the consultant had direct contact in the classrooms with the children, held formal and informal discussions with the teachers, showed films, worked with teachers individually and in groups and demonstrated and displayed useful attractive materials to aid in inspiring children to learn.

During the workshop sessions, teachers were encouraged to try new methods of presenting the material being taught. Clues were offered to help them receive positive guidance for aiding them in carrying out their yearly program, and special emphasis was placed on providing instructional materials designed to accommodate individual differences.

Every effort was made to involve parents in the project. During the workshop sessions a number of parents volunteered their services as substitute teachers. At the final session they met with the consultant and principal to receive pertinent information concerning the newly developed program.

An Enrichment Program is Begun

As an outgrowth of the workshop described above an enrichment program for the lowest level groups was planned and executed. Through conferences with the consultant, teachers planned many activities, methods and materials designed to achieve this end. Since enrichment programs invariably are effective in relation to the extent to which students in them are able to learn to solve their own problems, the activities, methods, and materials were designed with this goal in mind.

Materials

Of primary importance in any enrichment pro-

gram is selection of suitable materials. Books with high interest and low readability were secured. Commercial materials on low levels provided seatwork exercises. Through teacher planning and exchange of ideas easy materials were developed to emphasize the basic concepts in each subject area.

Concrete perceptual aids were used extensively. Numerous vicarious experiences were provided through motion pictures, film strips, and recordings. These experiences served as valuable vehicles for the development of the background or state of readiness for learning as well as the development of essential subject matter content.

Table 1 gives an indication of the frequency with which selected printed materials were used by the teachers.

TABLE 1. Teacher's Ranks of Frequency of Printed Teaching Materials

Materials	Rank of Frequency of Use									
	1	2	3	4	5	6	7	8	9	10
Supplementary Books	3	3	2		1					
Library Books		1	4	2	1	1				
Reference Books		1	2	4	1					1
Seat Work		1		1	3	4				
Teacher-Made Tests	1			1	1	3	1	1	1	
Daily Newspaper					1	1	3	3		
Commercial Tests							5	3	1	
Work Books	1	1	1							
Weekly Reader	1			1						

Certain devices and equipment were used during the enrichment program. Participating teachers ranked them according to frequency of use. According to Table 2, maps and phonetic cards were most widely used as instructional aids.

Film strip projectors, globes and flash cards ranked high also. The least used, as noted, were the microscope and overhead projector.

Perhaps the most significant fact revealed by this table is that there was considerable variation in the use of devices and equipment.

TABLE 2. Ranks of the Frequency of Use of Devices and Equipment Employed by the Teachers

Devices and Equipment	Rank of Frequency of Use									
	1	2	3	4	5	6	7	8	9	10
Tape Recorder	1				1	1	1	2	1	3
Record Player		1		1	2	2	1	1	2	0
Reading Machine	1		1	1	0	2	1	1	1	2
Film Strip Projector	1	1	1	2	0	3	0	1	0	1
Phonetic Charts	3	1	1	1	1	0	0	0	1	1
Overhead Projector	0	0	1	0	1	0	0	0	1	4
Educational Films	0	0	1	0	2	0	2	1	0	1
Globes		3	1				3	1	1	1
Maps	3		1				3	1		2
Counting Cards	0	1	3		1	1		1		2
Flash Cards		1	1	3						2
Microscope					1			1		5
Phonetic Records	1	1		1	1	1				2

Methods

The participants in the enrichment program decided that certain teaching methods might promote effective independent learning more efficiently than others. Basic methods employed in the program included informal discussions, and individual and small group instruction in a learning laboratory environment. Demonstrations, questions and answers, and field trips were also basic methods employed. The frequency of use of these methods is shown in Table 3.

TABLE 3. Methods of Instruction Listed in Order of Frequency of Use

Method	Rank of Frequency of Use									
	1	2	3	4	5	6	7	8	9	10
Demonstration	6	1				2	1			
Discussion	1	6		2			1			
Question and Answer			8				1	1		
Individual Instruction	1	2		6	1					
Small Group Instruction	2	1	2		5					
Drill				1	2	5	1	1		
Field Trips				1	1		6	1		
Lecture						1			1	
Games										1

In most cases the methods used by the teachers were selected to promote active participation by the students—participation in which communication skills, social skills as well as basic subject matter learnings were maximally developed.

Among the many activities in which the teachers engaged the following were quite successful: emphasis on vocabulary instruction at all levels, concentration on individual projects, integration of subject matter through dramatic activities.

In addition to activities designed to promote learning of content there were other activities directed toward the development of desirable student work habits. Table 4 shows the frequency with which the teachers emphasized four kinds of work habits. All teachers indicated emphasis on listening habits, study habits, independent study and group study at least once a week. No less than seventy per cent of the teachers emphasized these habits daily. None said that they never or seldom emphasized the habits.

TABLE 4. Number of Teachers Emphasized Selected Work Habits

Work Habits	Always (Daily)	Frequency (Once Per Week)
Listening Habits	10	
Study Habits	7	3
Independent Study	8	2
Group Study	7	3

Evaluation of the Enrichment Program

As work began on the enrichment program the achievement status of all classes from grades one through eight was measured, and upon comple-

tion of the survey, it was decided that the evaluation of the experimental work for the school year would be concentrated in the lowest ability groups of grades three through eight. This decision was based on two considerations. First, the findings of the initial survey status revealed that achievement in grades one and two met national standards. Second, it was felt that with a new program, limiting somewhat the scope of the total effort would lead to a more effective and efficient enrichment program.

The crucial question to be answered in the evaluation of the program was "did the students grow?" More specifically, the question is one of "did the children grow in accord with their abilities?" To answer this pertinent question the median IQ for the total group and each class was calculated and expected grade levels for the beginning and end of the school year were found. The median IQ's for the groups ranged from 73 to 81 and the median IQ for the total group was 77. The expected gains for the classes ranged from 6 months to 8 months with an average expectancy of 7 months. The classes in this program were found to have gained an average of 5 months to 13 months during the 9 month experimental enrichment period for which this evaluation is reported. The group as a whole gained 8.5 months. These figures represent beyond expected achievement for the subjects but below average expectancy for a "normal" school population. The gain, however, was sufficiently high to break the continuous yearly rate of the academic retardation of the majority of the students in the groups. Of the 239 students experiencing the enrichment program only 14 or 0.6 per cent failed to accelerate.

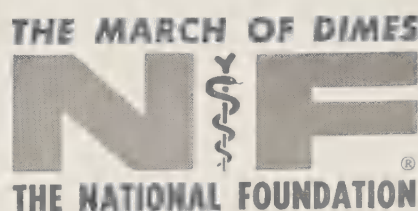
The results of this program demonstrate that children need not be retarded by a year or more by the time they are in third grade, and by four years by the time they are in seventh grade. Enriched, meaningful experiences can and do help children work and learn in relation to their ability. We are all facing a challenge—a challenge at all levels.

Editor's Note:

This Report was submitted by—

Mrs. Octavia B. Knight, Director of Special Education, North Carolina College

Dr. Norman C. Johnson, Associate Professor of Education, North Carolina College.



THE 1963-64 SALARY SCHEDULE

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE "A" FOR CLASSIFIED PRINCIPALS (10, 10½, 11 MONTHS)* 1963-64

Number of Teachers	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
7 - 8	\$567	\$581	\$595	\$609	\$623	\$637	\$651	\$665	\$679
9 - 10	581	595	609	623	637	651	665	679	693
11 - 12	595	609	623	637	651	665	679	693	707
13 - 14	609	623	637	651	665	679	693	707	721
15 - 16	623	637	651	665	679	693	707	721	735
17 - 18	637	651	665	679	693	707	721	735	749
19 - 20	651	665	679	693	707	721	735	749	763
21 - 22	665	679	693	707	721	735	749	763	777
23 - 24	679	693	707	721	735	749	763	777	791
25 - 26	693	707	721	735	749	763	777	791	805
27 - 28	707	721	735	749	763	777	791	805	819
29 - 30	721	735	749	763	777	791	805	819	833
31 - 32	735	749	763	777	791	805	819	833	847
33 - 34	749	763	777	791	805	819	833	847	861
35 - 36	763	777	791	805	819	833	847	861	875
37 - 41	777	791	805	819	833	847	861	875	889
42 - Up	791	805	819	833	847	861	875	889	903

NOTE: The maximum rating that a person holding a High School Principal's or Elementary Principal's Certificate can receive is P-5.

A person holding a Principal's Certificate may, after he reaches P-5, go on to the P-6, P-7, and P-8 ratings.

Add the appropriate amount from Monthly Salary Schedule "B" for Classified Principals to arrive at the gross monthly rate of pay.

Add \$30.00 per month to the above schedule for a person holding an Advanced Principal's Certificate.

Add \$50.00 per month to the above schedule for a person holding an Advanced Principal's Certificate and a Doctor's Degree.

*Depending on type and size of school.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE "B" FOR CLASSIFIED PRINCIPALS 1963-64 (ADD THE APPROPRIATE AMOUNTS BELOW TO CLASSIFIED PRINCIPALS MONTHLY SALARY SCHEDULE "A")

Certificate Rating	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
G-13	30	26	23	19	15	11	8	4	0
G-12	28	25	21	18	14	11	7	4	0
G-11	26	23	20	16	13	10	7	3	0
G-10	24	21	18	15	12	9	6	3	0
A-12									0
G-9	22	19	17	14	11	8	6	3	0
A-11									0
G-8	20	18	15	13	10	8	5	3	0
A-10									0
G-7	18	16	14	11	9	7	5	2	0
A-9									0
G-6	16	14	12	10	8	6	4	2	0
A-8									0
G-5	14	12	11	9	7	5	4	2	0
A-7									0
G-4	12	11	9	8	6	5	3	2	0
A-6									0
G-3	10	9	8	6	5	4	3	1	0
A-5									0
G-2	8	7	6	5	4	3	2	1	0
A-4									0
A-3	6	5	5	4	3	2	2	1	0
A-2	4	4	3	3	2	2	1	1	0
A-1	2	2	2	1	1	1	1	0	0
A-0	0	0	0	0	0	0	0	0	0

For Teachers and Administrators

VOCATIONAL EDUCATION MONTHLY SALARY SCHEDULE 1963—1964

Type of Certificate	Experience in Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate Vocational (VG)	\$ —	\$ —	\$477	\$491	\$505	\$519	\$533	\$547	\$564	\$581	\$598	\$615	\$633	\$651
Class A Vocational (VA)														
Class A Provisional (PAV)	423	436	449	462	476	490	504	518	532	546	562	578	594	
Provisional														
Vocational (PV)	413	426	439	452	466	480	494	508	522	536	552	568	584	
Class A Provisional														
Practical Nursing (PAV)	405	417	429	441	454	467	480	493	506	520	534	549	564	
Class B Vocational (VB)	372	382	386	406	418	430	442							

Add: \$50.00 per month to the above schedule for a person holding a Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR SUPERVISORS (10 CALENDAR MONTHS) 1963—1964

Type of Certificate	Experience In Years									
	4	5	6	7	8	9	10	11	12	13
Graduate (SG)	\$528	\$543	\$558	\$573	\$591	\$609	\$627	\$645	\$663	\$681
Class A (SA)	—	511	525	540	555	570	585	602	619	

1. General Supervisors:

Add: \$50.00 per month to the above schedule for a person holding a Doctor's Degree in Administration and Supervision.

2. Special Area Supervisors:

Add: \$50.00 per month to the above schedule for a person holding a Doctor's Degree in the area or subject supervised.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR TEACHERS (9 SCHOOL MONTHS AND 5 DAYS) 1963—1964

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate	\$ —	\$ —	\$456	\$469	\$482	\$495	\$509	\$523	\$539	\$555	\$571	\$587	\$604	\$621
Class A	405	417	429	441	454	467	480	493	506	520	534	549	564	
Class B	356	366	377	388	399	410	423							
Class C	291	301	312	323	334	345								
Elementary A	269	278	287	298	309									
Elementary B	250	259	269	279										
Non-Standard	200													

Add: \$50.00 per month to the above schedule for a person holding a Doctor's Degree in the area or subject taught.

Reynolds Coliseum
North Carolina State of the University
of North Carolina at Raleigh

TENTATIVE SCHEDULE 1964 NCTA CONVENTION

March 19—21, 1964

TIME	Thursday—March 19	Friday—March 20	Saturday—March 21
7:45—8:45 A.M.		Registration 7:30 Second General Ses.- Bus. 7:45-8:45	
9:00—11:00 A.M.		DIVISION, DEPARTMENT and SECTION MEETINGS	Fourth General Session (Business) 10:00 A.M.-12:00 Noon. Ligon High School Auditorium
11:00 A.M. 1:00 P.M.			
12:00—1:30 P.M.			
1:00—2:00 P.M.	Registration begins; Exhibits open-Reynolds Coliseum		
1:30—3:30 P.M.			
4:00 P.M.			
5:00 P.M.	Elections Committee Meeting	Dinner Hour	
6:00 P.M.	Open Hearing	Classroom Teachers Banquet	
8:00 P.M.	First General Session (Business) 7:30	Third General Ses. Speaker: Dr. James Nabrit, Pres. Howard University, Wash., D. C.	
10:00 P.M.		Social	

PROPOSED REVISED CONSTITUTION

Article I—Name

The name of this organization shall be the North Carolina Teachers Association.

Article II—Purpose

The purpose of this Association shall be:

- (a) To encourage the attainment of the highest professional and educational standards of its members and for the people of North Carolina.
- (b) To foster sentiment favorable to the growth, development, and improvement of education in North Carolina and to seek to establish the North Carolina Teachers Association as an integral part of the recognized educational forces of North Carolina.
- (c) To cooperate with other educational, professional and civic organizations and agencies whose objectives and purpose are similar to the objectives and purposes of this Association.
- (d) *To promote and protect the welfare of its members as it relates to professional and economic security, public relationships, and healthful living.*

Article III—General Officers

*SECTION 1. The General Officers of the Association shall be the president of the Association, the vice president, who shall be the PRESIDENT ELECT, the recording secretary, and the treasurer. The officers shall be installed at the time of the meeting in which they are elected, but they shall not assume active responsibility in office until the next ensuing fiscal year, and their terms shall be co-terminus with the fiscal year. *The vice president shall automatically succeed the president at the expiration of the president's term of office; unless he (vice president) is opposed by a candidate who has received the nomination by a majority of the districts in their annual session next preceeding the general election of the convention.* The annual convention of the Association may authorize such non-constitutional officers and committees as the annual convention may find to be necessary or desirable from time to time.

SECTION 2. The duties of the officers shall be the usual duties of the respective officers and such other duties as the Association may prescribe.

*SECTION 3. The treasurer of the Association and any others who may be responsible for handling the funds of the Association *shall be adequately bonded.*

*SECTION 4. The president of the Association shall be elected for a term

of one year and shall not succeed himself *when serving a term for which he was elected.*

*SECTION 5. The vice president shall be elected for a term of one year and shall be *President Elect, except as otherwise provided for under Article III—Section I.*

*SECTION 6. *The recording secretary shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.*

*SECTION 7. *The treasurer shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.*

In case the office of president is made vacant *the president elect shall become president.* In case of a vacancy in the office of president and vice president the Executive Secretary shall call a meeting of the Board of Directors, hereinafter provided for, and the Board of Directors shall select someone from its own membership to act as president until the next annual meeting of the Association, at which time a regular election shall be concluded.

Article IV—Board of Directors

*SECTION 1. There shall be a Board of Directors composed of the following: the president of the Association, the vice president, the recording secretary, the treasurer, the president of each of the district associations, any NEA Director for North Carolina who holds membership in the Association, the president of the North Carolina Association of Classroom Teachers, *and one member elected by each district. Each of the members elected by the district shall serve for a term of three years. Staggered terms shall be set up by the Board of Directors.* The term of membership on the Board of Directors for the president and vice president shall be as described in Article III, Section 4, except that each president shall remain a member of the Board of Directors for two consecutive years immediately following the expiration of his term as president of the Association.

A member elected from the district may be re-elected to membership on the Board of Directors for as many terms as the district may see fit to re-elect him.

*SECTION 2. The president of the Association shall be the chairman of the Board of Directors. The Board of Directors shall have entire charge of the affairs of the Association during the recess between Annual Conventions subject to limitations in Section 6 of this Article and shall determine general plans for each succeeding Annual Convention. The Board of Directors shall hold at least one meeting

during the recess between conventions. The expenses of meetings of the Board of Directors shall be paid by the Association. The Board of Directors shall have no power to nullify nor alter any decisions of the Association in Convention Assembled.

*SECTION 3. The Executive Secretary shall be appointed by the Board of Directors and his term of office shall be determined by the Board of Directors. The Board of Directors shall supervise and direct the work of the Executive Secretary.

SECTION 4. The Board of Directors shall employ a certified public accountant to audit the books and financial records of the Executive Secretary and Treasurer at least once a year. The report of the audit must be published in the official organ of the Association.

SECTION 5. The Board of Directors shall submit to the Association a budget for the fiscal year following each annual convention. The budget submitted shall indicate the estimated income and expenses for the incoming year. No money shall be appropriated from the treasury until the same has been considered by the Board of Directors and their report of the same presented to and approved by the Association.

SECTION 6. The Board of Directors shall have no power to acquire or dispose of real estate for the Association except upon special authorization by written resolution of the Annual Convention in which case the Board of Directors shall be limited strictly to the terms of such written resolution.

*SECTION 7. The Board of Directors shall have the power to change the fiscal year.

*SECTION 8. The Board of Directors shall cause to be published in the *Teachers Record* (The official publication of the Association) in the same issue which carries the minutes and proceedings of the Annual Convention, a record of all motions made and actions taken (whether affirmative or negative) in each meeting that was held by the Board during the Convention year. The said record need not necessarily carry detailed accounts of discussions, debates, or the exchange of remarks incident to the actions taken, but said record shall indicate clearly and definitely the actions taken (including so-called common consent actions) in all official meetings held by the Board during the Convention year.¹

*SECTION 9. The Board of Directors shall at no time delegate or surrender to any individual, group of individuals, or committees any of the duties or responsibilities that are expressly ascribed by this Constitution to be discharged by the Board of Directors itself.²

1. As amended by 80th Annual Convention.
2. As amended by 80th Annual Convention.

Article V—Membership

SECTION 1. *Any person who meets the North Carolina Teacher Certification requirements, who is actively engaged in professional work of an educational nature, who subscribes to the purposes and objectives of the Association, and who accepts the obligations of membership pertaining thereto, is eligible for membership in the Association.*

SECTION 2. *The membership of the Association shall consist of Active, Associate, Retired, and Student Members.*

SECTION 3. *Any person who is actively engaged in professional work and meets the qualifications set forth in Section 1 may become an Active Member of the Association.*

SECTION 4. *Any person interested in advancing the cause of education but who is not eligible for Active Membership may become an Associate Member, but shall not have the right to vote or hold elective or appointive office. Annual dues of Associate Members shall be the same as that of Active Members.*

SECTION 5. *Any member who has been an active member of the Association immediately prior to retirement may become a Retired Member. Annual dues of Retired Members shall be \$2.00. A Retired Member shall have all rights and privileges of an Active Member, except the right to hold elective office in the Association or its district organizations.*

SECTION 6. *Any student enrolled in a teacher-education program in a college or university may become a Student Member of the Association by joining a chapter of the Student National Education Association. Annual dues of Student Members shall be \$1.00. A Student Member shall have all the rights and privileges of Associate Members.*

SECTION 7. A local unit of the North Carolina Teachers Association may be organized in any county or city administrative unit of the public schools of North Carolina, provided that two or more administrative units of less than fifty-one potential members may organize a combined local unit. Not more than one local unit may be organized in any one administrative unit of the public schools of North Carolina unless special permission is granted by the Board of Directors for such temporary organization as may be deemed necessary because of recognized local hardships. A local unit may also be organized in any boarding school or college—public or private—in North Carolina. Not more than one local unit may be organized in any one boarding school or college.³

Article VI—Voting

SECTION 1. Voting in the business sessions of the Association shall be by delegate assembly, except that all general officers, members of the Board of Directors and former presi-

dents of the Association shall have the right to vote in all business sessions. All members of the Association shall have the privilege of voting for elective officers of the Association either at the Annual Convention or in the local units as the Association may prescribe under Section 4 of this Article and shall have the privilege of participation in the business sessions of the Association subject to the rules of the delegate assembly.⁴

*Former members of the North Carolina Teachers Association who have retired, through regular channels, as provided by the North Carolina Teachers and State Employees Retirement System or similar Retirement Systems, shall be eligible for membership as "Retired Members", upon payment of an annual fee recommended by the Board of Directors and approved by the delegate assembly. Retired members shall have all privileges pertaining to membership, except the right to hold elective office in the Association or its district organization.⁵

SECTION 2. The president shall appoint a committee on credentials. The duty of the Credentials Committee shall be to examine and approve the names of persons sent in from the respective local units as delegates. The Credentials Committee shall exercise authority in approving or disapproving names of persons submitted as delegates, subject to final action by the Association in all cases of protest. The Credentials Committee shall base its approval or disapproval on such factors as, whether the person was, at the time of being named, a member of the Association; whether the list was submitted within the time limits prescribed in Article VI, Section 4 below; the validity of the persons submitting the list of names; and the number of delegates to which the local unit is entitled.

SECTION 3. A local unit may delegate one or more of its members to represent the unit in the general business sessions of the Association as provided for in Section 4 below. In providing for this representation each unit shall be entitled to one representative or delegate for each ten or major fraction of ten members belonging to the local unit, provided any administrative unit, private boarding school, or college having fewer than ten members will be privileged to have one delegate. A delegate or representative from a local unit must be in good financial standing as a member of the Association before being delegated to represent his local unit.

SECTION 4. In order to exercise the privilege of being represented in the business session of the Association by representative delegates, a local unit must file with the Executive Secretary of the Association a

4. As amended by 70th Annual Convention.
5. As amended by 71st Annual Convention.

complete roster of its local membership. There must also be filed with the Executive Secretary a statement certifying the names of the person or persons on the roster that the local unit has chosen as its official delegates. Only one person may be chosen as a delegate for each ten or major fraction of ten members on the roster, except as herein provided for in Section 3. The membership roster and the statement certifying the names of the chosen delegates must be signed by the president and the secretary of the local unit. The mailing of the roster of members financial with the Association must be made to the Executive Secretary sixty days before the opening date of the Annual Convention. The certified statement of delegates must bear postmark indicating that it was mailed to the Executive Secretary at least seventy-two hours before the opening program of the Annual Convention. The Credentials Committee shall not approve representatives or delegates from a local unit if its list of certified delegates is submitted later than the time herein specified.⁶

Article VII—Membership Dues

The annual membership dues shall be an amount determined by the Association in business session at the Annual Convention. Membership dues may be paid through local unit organizations or may be sent direct to the Executive Secretary.

Article VIII—Time and Place

The time and place of the meetings of the Association in Annual Convention shall be decided upon in one of the business sessions of the Association. In case of an emergency, or in case no decision is settled upon in the business session, then the Board of Directors shall act for the Association in deciding upon the time and place of the next Annual Convention.

Article IX—Elections Committee

SECTION 1. A Committee on Elections shall be established as herein described below. This Committee shall be charged with the responsibility of working out necessary and satisfactory plans for the holding of elections. The plans proposed by the Committee shall be subject to the approval of the Board of Directors. The Committee shall provide that:

*(a) Each district during its annual meetings shall nominate one candidate for each elective office in the North Carolina Teachers Association becoming vacant at the end of the convention year. The names of all candidates or persons nominated through district conventions for office shall be filed with the Executive Secretary by December 1.

*(b) *Offices to be filled by statewide vote will be president elect, recording secretary, and treasurer. Should there be more than two candidates for these offices, a primary elec-*

6. As amended by 72nd Annual Convention.

tion will be held in which the names of all candidates sent from the districts will be placed on the ballot to be voted on statewide. The two persons receiving the highest number of votes for each office will be the nominees that will be placed on the final ballot.

(c) The names of all nominees that are to appear on the final ballot be announced and publicized at a time, in a manner, and to an extent considered satisfactory by the Board of Directors.

SECTION 2. The Committee on Elections shall be composed of two persons from and elected by each of the respective districts at the time of their annual district meetings. The president of the Association, with the approval of the Board of Directors, shall also appoint additional persons to the Committee, provided that the number so appointed shall not exceed fifty per cent of the number elected by the district associations.

SECTION 3. The persons elected to serve on the Elections Committee shall serve for a period of one convention year or until their successors are elected.

SECTION 4. The president of the Association shall convene the Committee on Elections for its initial meeting. The Committee shall elect its chairman from its own membership and otherwise organize itself for carrying on its work.

SECTION 5. The Committee on Elections shall prepare a printed or otherwise written ballot for all members of the Association. The polls for voting shall be open from 10:00 a.m. to 6:00 p.m. on the day before the last day of the Annual Convention, unless voting in the local units is provided. All candidates shall have the privilege of being present and having representatives at the polling place and at the counting of the ballots. The ballot boxes shall be opened for counting of ballots and the ballots shall be counted at the polling place starting at 6:01 p.m. on the day before the last day of the Annual Convention and the Committee on Elections shall report the results to the Convention at a time on the last day of the Annual Convention to be announced in open meeting on the day before the last day of such Convention.

***Article X—Professional Organization**

The Board of Directors shall provide for organization of the Association into divisions for promotion of professional activities. These divisions may be added to or changed upon the recommendation of the Board of Directors.

***Article XI—District Associations**

SECTION 1. As many district associations may be set up as approved by

7. As amended by 81st Annual Convention.

the Board of Directors provided:

- (a) That a new district shall not be created unless it has the affiliation of a minimum of 5 local units from at least 5 different counties and embraces a total membership of more than 600 persons.
- (b) That an existing district shall not continue to exist unless it has a minimum affiliation of at least 5 local units from at least 5 different counties and a total of over 600 persons.

SECTION 2. District Associations may formulate their own constitutions and by-laws so long as they do not conflict with the constitution of the State Association. Each district must file a copy of its constitution and by-laws with the Board of Directors for approval before the district shall be authorized to function as a subdivision of the State Association.

***Article XII—Quorum**

*Fifty per cent of the officers plus a majority of the registered delegates at the Association's Annual Convention shall constitute a quorum. For meetings of the Board of Directors, at least fifty per cent of the Board members must be present to conduct any official business. At any time when it becomes necessary to submit a matter to the vote of local unit delegates for a decision, then a majority of the registered local units at a given convention must be represented.

***Article XIII—Amendments**

Proposed amendments to this constitution must be offered in writing to the Executive Secretary at least 60 days before the annual meeting. The Executive Secretary shall mail all such proposed amendments to each local unit secretary and publish same in the official organ of the Association. The Board of Directors shall report all such proposed amendments, with their recommendations, to the Association not later than the day before the vote is to be taken. A proposed amendment, when approved by two-thirds of the voting members present, shall become a part of this constitution.

***Article XIV—**

Parliamentary Procedure

The latest edition of Roberts Rules of Order shall be the guide in any other parliamentary procedure not already specifically outlined in this constitution.

*Indicates a change in the item.

Sections that have been added or revised will be italicized. If no sections are italicized in an article marked by an asterisk it means that some portion has been deleted, unless otherwise indicated.

8. As amended by 81st Annual Convention.
9. As amended by 72nd Annual Convention.

"An Experience To Share"

(Continued from Page 7)

"MY FEELINGS"



I cannot describe my feelings very well, but these I know. I was shocked, sad, and mad. I could not believe it at first. I felt ashamed of this country. I felt as though I had lost a member of my family. I felt that I would never forget this great man.

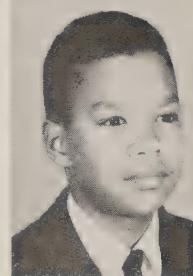
I see also little John-John crying for his father who had gotten in a plane for a trip on business. I feel the pain of the father and mother of the President. The second loss of their oldest son. And lastly, I feel the pain of his sisters and brothers—the pain of losing a beloved brother.

In my heart, as I bear the feeling of all America, I feel the pain and the loss of this great honorable man.

Michele Palmer
November 25, 1963
Grade 7-4

"THE PRESIDENT'S DEATH"

by
John V. Parham,
Junior
Grade 7-4



POEM

It was a happy Friday morning,
And a sad Friday evening,
When everybody was mourning,
Over something very deceiving.
I, myself, was sorry,
When I heard he was shot.
There would be much worry,
Coming from this great shock.
But when the shock was over,
We knew it was true, indeed,
It was no joke, however,
It was something we didn't need.

The personification of the calendar, the elaboration on feelings, and finally, poetic expression are areas which show that these youngsters were in a deep state of imagination.

This type of activity must have permeated every classroom in America, but I wanted to share mine with you.

Mrs. Hazel N. Logan, Teacher
Grade 7-4
Washington Junior High School
Raleigh, North Carolina

Principals and Supervisors

It was thought provoking. It was professional. It was the Statewide Conference of Principals and Supervisors sponsored by the Division of Administrators and Supervisors (DAS) of the North Carolina Teachers Association. Guests of Charlotte, and West Charlotte High School on November 13 and 14, the educators directed their attention to the year's theme: "New Directions in Education."

The Handmaiden of Freedom

Guest speaker for the Wednesday afternoon session was Dr. Samuel D. Proctor, President of A&T College in Greensboro, and past associate director of the U.S. Peace Corps. Speaking to his "comrades in suffering," Dr. Proctor scanned the various tableaux of education—we are a nation, he said, who have educated for "a world without war," the "atomic age," for "global living," "automation," and now for the "space age." More recently we speak of educating for "responsible freedom." This is fitting, he said, since education is, indeed, the handmaiden of freedom.

The painfully slow pace of school integration in the south shows clearly that integration is not the answer to our immediate problem. Dr. Proctor told his attentive audience that "it takes a peculiar wisdom to see the nature of our situation . . . to see that we must pay the price of redeeming our youth in cultural arts, of inspiring them to enter the main library of their town." Who can take on this responsibility more so than we? he asked. We, who are ourselves the products of separate education and limited facilities, must, on the level of elementary, secondary, and higher education, be intolerant of laziness, must engender creativity, and expose each mind to the climate that will enable it to grow strong. Education is truly the handmaiden of freedom be-

Conference



Mr. E. M. Holley, Presiding

cause it reaches the soul, shapes and moulds the lives of our youth, causing them to find their kinship at the level of mind and ideas.

New Directions in Education

The evening and Thursday morning sessions were separated into various discussion periods, each accenting the convention theme. An unscheduled speaker, Dr. Howard R. Boozer, Assistant Director of the North Carolina Board of Higher Education, was introduced to the group concerned with new techniques in instruction. Dr. Boozer stated his concern over the function of the College Entrance Examination Board (CEEB) and the Scholastic Aptitude Test (SAT), saying that all tax-supported colleges in North Carolina except five Negro Colleges require that students have SAT before being considered for matriculation. In recognizing the fallacy of the "separate but equal" philosophy, we must also recognize that the many changes in our country demand that we upgrade our programs and our instruction so that our boys and girls can qualify for opportunities now being offered.

Dr. N. G. Perry, chairman of the discussion group, introduced the featured speaker for the day, Dr. H. J. Preseren, who began with a discussion of audio-visual aids. Programmed learning and team teaching were also a part of the discussion that ensued.

Other topics of discussion, all accenting change and education, were carried on throughout the day. The closing general session welcomed an inspiring address by Dr. Reibard H. Hagemeyer, President, Charlotte Community College System.

Mr. E. M. Holley, presiding officer, closed the conference with appreciative recognition of all participants. Other officers of the Division of Administrators and Supervisors are: Mr. J. J. Corbett, Vice Chairman; Mrs. N. Evans Lockhart, Secretary; Mrs. Mae R. Williams, Assistant Secretary.

Association Committees

(Continued from Page 20)

Mrs. Margaret Wilson
Route 1, Box 280
Kings Mountain, North Carolina
Mr. J. L. Rice
Garysburg, North Carolina
Mrs. Nelle Coley
1305 South Benbow Road
Greensboro, North Carolina
Mr. E. E. Waddell, Chairman
Second Ward High School
Charlotte, North Carolina
Mr. C. C. Griffin, Principal
Logan High School
Concord, North Carolina

TEACHERS! BORROW \$50 to \$300 BY MAIL

Quick! - Easy! - Private!

Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home. BY MAIL on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

TEACHERS LOAN SERVICE, Dept. F
BRUNDIDGE, ALABAMA

Name

Address

City

State

“Libby” for



Woodwork Project. Mrs. Koontz assists her students in wood craft; the articles are made for gifts and personal use.

A look at Mrs. Elizabeth D. Koontz in her classroom of special education at Price Junior-Senior High School, Salisbury, North Carolina. A candidate for the office of President-Elect of National Education Association Department of the Classroom Teachers, “Libby” stands on a platform of dedicated service and competent experience. The election is to be held at the NEA Convention, Seattle, Washington, June, 1964.



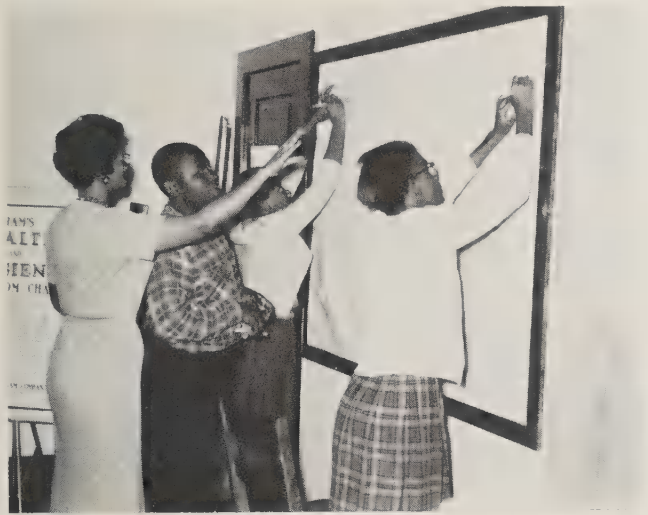
Sewing Project. A student receives personal attention during a sewing class. The project consists of making pajamas for needy children.



A group of advanced readers uses the Controlled Reader to accent their reading skills.

President-Elect DCT

Arithmetic can be a captivating subject with the right teacher. Here the students learn the ups and downs of a thermometer.



The creative imagination of the students is developed as they make Christmas cards and other bulletin board displays.

Mrs. Koontz supervises as the students prepare the backdrop for the class bulletin board.



CLASSROOM TEACHERS

*By Edna C. Richards,
Executive Secretary, NCACT*

YOUR DUTY TO THE PROFESSION

Teachers, you have chosen to join the ranks of the teaching profession. Your attitude, your participation and your relationship are important both to you and to the profession.

Remember—good preparation, will-to-do, inviting help and constructive criticism, consideration for your students and their welfare will mark you as a worthy member of the profession.

Remember—to be a member of your local, state and national professional organizations. These organizations have been working to bring about better schools for children and improved conditions for teachers. It is your professional responsibility and privilege to join these organizations and carry on the work that has gone before, to help preserve what we have, and with a New Years determination not to be completely satisfied with our accomplishments, but to add to them.

Remember—it isn't enough to just join the organizations. They need your active interest and help in discussing problems, setting up policies, and implementing those policies.

Remember—to be informed on things which pertain to your profession—research in your field of teaching, legislation and legislative activities, candidates and election issues, and school improvement programs. Read your publications and attend meetings that will help you become well versed in your own business.

Remember—to be proud to teach and reflect that pride in your attitude and behavior.

(Continued on next Page)

PROPOSED BUDGET FOR 1964-65 REVENUE

Budget Items	1963-64 Dues \$10.00	1964-65 Dues \$10.00
Balance, September 1	\$ 8,130.00	\$ 9,500.00
Membership Dues	115,000.00	120,000.00
SNEA Dues	250.00	500.00
Gross Rent	5,000.00	6,550.50
Advertising	1,500.00	3,700.00
Placement Service	200.00	100.00
NEA Supplement	1,000.00	2,600.00
TOTALS	\$131,130.00	\$142,950.50
EXPENDITURES		
ACCOUNTS		
I. President's Honorarium	500.00	500.00
II. President's Office	1,000.00	1,000.00
III. Vice President's Honorarium	200.00	200.00
IV. Vice President's Office	200.00	200.00
V. Treasurer's Office	200.00	200.00
VI. Treasurer's Honorarium	400.00	400.00
VII. Recording Sec'y Honorarium	300.00	300.00
VIII. Recording Sec'y Office	100.00	100.00
IX. Association Office Expense	2,000.00	3,000.00
X. Executive Secretary's Travel	2,000.00	2,000.00
XI. Field Representative's Travel	2,000.00	2,000.00
XII. Exec. Sec. Clrm. Tea. Travel	850.00	1,100.00
XIII. Budget Director	400.00	400.00
TOTALS	10,150.00	11,400.00
SALARIES		
I. Executive Secretary	11,000.00	11,400.00
II. NCTA Field Representative	6,200.00	6,600.00
III. Exec. Sec'y Clrm. Teachers	6,200.00	6,600.00
IV. Coordinator for Research, Pub. Rel. & Publications	5,000.00	5,000.00
V. Bookkeeper	4,200.00	4,400.00
VI. Secretary-Stenographer	3,700.00	3,900.00
VII. Secretary-Stenographer	3,400.00	3,600.00
VIII. Secretary	3,100.00	3,300.00
IX. Secretary		2,500.00
TOTALS	42,800.00	47,500.00
COMMITTEES		
I. Board of Directors	2,000.00	2,000.00
II. Legislative	400.00	400.00
III. Nominating	300.00	300.00
IV. Elections & Canvassing	300.00	400.00
V. Resolutions	150.00	150.00
VI. Budget & Finance	600.00	600.00
VII. NEA Coordinators	800.00	800.00
VIII. TEPS	200.00	200.00
IX. PR&R	200.00	200.00
X. Special	600.00	800.00
TOTALS	5,550.00	5,850.00
ADMINISTRATION		
I. Bond	127.00	200.00
II. Audit	473.00	500.00
III. FICA Tax	700.00	1,100.00
IV. FUTA Tax	450.00	450.00
V. Publication of Record	8,000.00	9,000.00
VI. Newsletter Publication	2,000.00	2,000.00
VII. Retirement Fund	2,000.00	1,800.00
VIII. District Meetings	12,000.00	12,000.00
IX. Convention Expenses	3,000.00	5,000.00
X. Social Affair	300.00	
XI. NCTA-NEA Leadership Cong.	800.00	800.00
XII. Headquarters		
A. Custodial Service	2,500.00	2,500.00
B. Repairs, Depreciation	1,000.00	1,000.00
C. Rental Collection	350.00	350.00
D. Insurance	2,000.00	2,000.00
XIII. County & City Taxes	900.00	814.00
XIV. Delegates to NEA Convention	6,000.00	4,500.00
XV. Legal Counsel	1,000.00	1,000.00
HAMMOCKS DEVELOPMENT	3,000.00	3,000.00
EMERGENCY FUND	1,000.00	
Equipment	1,000.00	1,000.00
CONTINGENCY RESERVE	800.00	5,591.50
TOTALS	\$49,400.00	\$54,605.50
GIFTS AND MEMBERSHIP		
I. NAACP, National	1,800.00	1,800.00
II. NAACP, State	500.00	500.00
III. Southern Reg. Council	500.00	500.00
IV. American Teachers Association	25.00	25.00
V. NEA Affiliation	25.00	25.00
VI. Assn. Study Negro Life & History	25.00	25.00

VII.	Oxford Orphanage	500.00	500.00
VIII.	Assn. State President NEA	25.00	25.00
IX.	State Exec. Secretaries NEA	200.00	200.00
	TOTALS	\$3,600.00	\$3,600.00

DIVISION AND DEPARTMENT EXPENSES

I. ASSOCIATION OF CLASSROOM TEACHERS

(Encompasses both the Division of Classroom Teachers and the Division of Specialized Ed., for promotion purposes. NEA Affiliated)

A. Promotion

1.	State Travel for President in promotion	600.00	600.00
2.	Summer Travel of President		400.00
3.	Office Expense of President	50.00	50.00
4.	Office Expense of Secretary	20.00	20.00
5.	National Conferences		
a.	NEA (1 person from each of 8 districts) 2 officers.	3,000.00	2,400.00
b.	TEPS-National and Regional (2 persons)	400.00	600.00
c.	Southeast Regional Conf. 2 officers and 1 person from each 8 districts	630.00	630.00
d.	Classroom Teachers National Conf. 2 officers and 1 person from each of 8 districts. Total Nat. Conf. \$4,700.00		
6.	Board of Directors Meetings-3	550.00	800.00
7.	Committee Activity	150.00	400.00
8.	District Directors-Pro. (8)	400.00	400.00
9.	NCACT meeting at State Conv.	100.00	175.00
10.	State Publication, Brochures, etc.	800.00	800.00
11.	National Office Campaign	150.00	150.00
12.	Promotion-NCTA	200.00	
13.	Miscellaneous	160.00	
	TOTALS	\$7,210.00	\$7,425.00

B. DIVISION OF CLASSROOM TEACHERS

1.	Dept. of Elementary Education		
a.	Adm. and Promotion	300.00	300.00
b.	Section of Primary Teachers	300.00	300.00
c.	Section Gr. Gr. Teachers	300.00	300.00
2.	Dept. of Secondary Education		
a.	Adm. and Promotion	200.00	200.00
b.	Sec. of English Teachers	400.00	400.00
c.	Sec. of Lang. Teachers	100.00	100.00
d.	Sec. Soc. Sc. Teachers	250.00	250.00
e.	Sec. Math. & Sc. Teachers	250.00	250.00
3.	Dept. Teac. of Excep. Children	50.00	50.00
4.	Dept. of Retired Teachers	50.00	50.00
	TOTALS	\$2,200.00	\$2,200.00

C. DIVISION OF SPECIALIZED ED.

1.	Adm. and Promotion	350.00	350.00
2.	Dept. of H. E. Teachers	200.00	200.00
3.	Dept. of Voc. Agr. Teachers	300.00	300.00
4.	Dept. of Ind. Ed. Teachers		
a.	Adm. and Promotion	300.00	300.00
b.	Section of Trds. & D. O. Teachers		
c.	Section of Ind. Arts Teachers		
d.	Sec. of Edu. Secretaries	100.00	100.00
5.	Dept. of Music Teachers	375.00	375.00
6.	Dept. of Health & P. E. Techs.		
a.	Adm. & Promotion	350.00	350.00
b.	Sec. of Health Ed. & Rec.		
c.	Sec. of P. E. & Athletics		
d.	Sec. of Driver Education	200.00	200.00
7.	Dept. of Bus. Ed. Teachers	400.00	400.00
8.	Dept. of Librarians	310.00	310.00
9.	Dept. of Extension Ed.	150.00	150.00
10.	Dept. of Bible Teachers	25.00	25.00
11.	Dept. of Guidance	225.00	225.00
12.	Dept. of Art Teachers	285.00	285.00
13.	Dept. of Audio Visual Aids	150.00	150.00
	TOTALS	\$3,720.00	\$3,720.00

II. OTHER DIVISIONS

A. Division of Administrators and Supervisors

1.	Division Promotion, Annual Fall Conference and Conv.	850.00	1,000.00
2.	Department of Principals Annual Fall Conference, State Convention	400.00	400.00
a.	Section of Jr. High Sch. Prin.-Annual Fall Conf. State Convention	350.00	350.00

Classroom Teachers (Continued)

Remember:

There are three kinds of members in any organization—

Those who *watch* things happen

Those who *make* things happen

And those who didn't even know anything *did* happen.

OPPORTUNITY

They do me wrong who say I come no more,

When once I knock and fail to find you in;

For everyday I stand outside your door

And bid you wake, and rise to fight and win.

Wail not for precious chances passed away!

Weep not for golden ages on the wane!

Each night I burn the records of the day—

At sunrise every soul is born again!

—Walter Malone

NEA PROJECT ON INSTRUCTION PUBLICATIONS

Major Reports

Education in a Changing Society. 166 p. \$1.75 paper, \$2.75 cloth.

Deciding What To Teach. 254 p. \$2.25 paper, \$3.25 cloth.

Planning and Organizing for Teaching. 192 p. \$2.00 paper, \$3.00 cloth.

Auxiliary Publications

The Scholars Look at the Schools: A Report of the Disciplines Seminar. 64 p. \$1.50.

The Principals Look at the Schools: A Status Study of Selected Instructional Practices. 76 p. \$1.50.

Current Curriculum Studies in Academic Subjects. 101 p., \$2.00.

Order NEA publications from NEA Publications-Sales, 1201 Sixteenth St., N. W., Washington, D. C. 20036. Payment should accompany orders for \$2 or less. Shipping charges added to all billed orders. Discounts on quantities: 2-9 copies of same title, 10%; 10 or more copies, 20%.

b. Section of Sr. High Sch. Principals—Promotion of Student Activities, Annual Fall Conf., State Conv.	800.00	800.00
Principals—Annual Fall Conf., State Conv.	500.00	500.00
3. Department of Supervisors— Annual Fall Conf., State Conv.	400.00	400.00
TOTALS	\$3,300.00	\$3,450.00
B. Division of Higher Education		
1. Administration and Pro.	550.00	550.00
2. Dept. of Administrators		
3. Dept. of College Inst.	650.00	650.00
4. Dept. of Student NEA-NCTA	2,000.00	2,000.00
TOTALS	\$3,200.00	\$3,200.00
GRAND TOTALS	\$131,130.00	\$142,950.50

The Last Word

"Responsible Freedom" rang out from every district meeting this year. During the morning sessions it was heard by a near capacity assembly; during the afternoon, by a mere hand full of truly responsible educators. I simply pose the question, is "responsible freedom" ours to teach, or ours still to learn? Are we to drown in the pool of apathy in which we now seem to float? I'd like some answers—the last word is yours this time!

Barbara J. Hankins

(Continued from Page 15)

PRINCIPLE III

Commitment to the Profession

We believe that the quality of the services of the education profession directly influences the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning and programs of our professional organizations.

In fulfilling our obligations to the profession, we—

1. Recognize that the profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative.
2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.
3. Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions.
4. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities, and support them when unjustly accused or mistreated.
5. Refrain from assigning professional duties to non-professional personnel when such assignment is not in the best interest of the student.
6. Provide, upon request, a statement of specific reason for administrative recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
7. Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.
8. Keep the trust under which confidential information is exchanged.
9. Make appropriate use of time granted for professional purposes.
10. Interpret and use the writings of others and the findings of educational research with intellectual honesty.



This is typical of the morning and afternoon attendance at the eight district meetings.

11. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts or hypotheses.
12. Represent honestly our professional qualifications and identify ourselves only with reputable educational institutions.
13. Respond accurately to requests for evaluations of colleagues seeking professional positions.
14. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matters.

PRINCIPLE IV

Commitment to Professional Employment Practices

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfilling our obligations to professional employment practices, we—

1. Apply for or offer a position on the basis of professional and legal qualifications.
2. Apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates.
3. Fill no vacancy except where the terms, conditions, policies, and practices permit the exercise of our professional judgment and skill, and where a climate conducive to professional service exists.
4. Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
5. Give prompt notice of any change in availability of service, in status of applications, or in change of position.
6. Conduct professional business through the recognized educational and professional channels.
7. Accept no gratuities or gifts of significance that might influence our judgment in the exercise of our professional duties.
8. Engage in no outside employment that will impair the effectiveness of our professional service and permit no commercial exploitation of our professional position.



State of North Carolina

Department of State

To all to whom these presents shall come, Greeting:

I, THAD EURE, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached (Two (2) sheets) to be a true copy of Articles of Amendment to the Charter of the Hammocks Beach Corporation and the probates thereon, the original of which was filed in this office on the 12th day of September, 1963, after having been found to conform to law.

In Witness Whereof, I have hereunto set my hand and affixed my official seal.

Done in Office, at Raleigh, this 12th day of September in the year of our Lord 1963.

THAD EURE
Secretary of State

ARTICLES OF AMENDMENT TO THE CHARTER OF THE HAMMOCKS BEACH CORPORATION

The undersigned corporation, for the purpose of amending the Articles of Incorporation, as amended, and pursuant to the provisions of Chapter 55A-34 of the General Statutes of North Carolina, do hereby execute the following Articles of Amendment:

1. The name of the corporation is The Hammocks Beach Corporation.

2. That paragraph four of the Charter shall be amended to read as follows:

And in order to properly prosecute the objects and purposes herein set forth, the corporation shall be controlled by a Board of Directors which shall consist of thirty-one (31) persons, to be selected as follows:

The President of the North Carolina Teachers Association

The Vice-President of the North Carolina Teachers Association

The Recording Secretary of the North Carolina Teachers Association

The Treasurer of the North Carolina Teachers Association

The Presidents of the 8 districts of the North Carolina Teachers Association

The N.E.A. Director of the North Carolina Teachers Association

The President of the North Carolina Association of Classroom Teachers

The 9 persons elected by the North Carolina Teachers Association to serve on its Board

The immediate past president of the North Carolina Teachers Association

Mrs. Josephine Sharpe

Dr. William Sharpe, Jr.

and 5 members to be elected by the Board to serve as follows: 1 elected to serve for 1 year, 2 elected to serve

for 2 years, and 2 elected to serve for 3 years. At the expiration of their respective terms each member elected thereafter shall serve a 3 year term, or until their successors are elected and qualified.

All of the persons above referred to, except Mrs. Josephine Sharpe, Dr. William Sharpe, Jr., and the five (5) members elected by the Board, shall hold office as members of the Board of Directors of The Hammocks Beach Corporation, only so long as they occupy said positions, and upon death, resignation, or other circumstances causing them to vacate their office, their places shall be filled immediately by the persons succeeding them.

3. The above amendment was adopted by a majority vote of all of the Directors, at a regularly convened meeting of the Board of Directors of The Hammocks Beach Corporation, held on the 16th day of March, 1963, at 10:00 o'clock a.m.

IN WITNESS WHEREOF, said corporation has caused this certificate to be signed by its President and Secretary and its corporation seal to be hereto affixed, the 13th day of June, 1963.

Hammocks Beach Corporation

By: Rudolph Jones
President

J. W. Seabrook
Secretary

Rudolph Jones, being the President, and J. W. Seabrook, being the Secretary of the above named Corporation, each being duly sworn, deposes and says; that the facts stated in the foregoing "Articles of Amendment to the Charter of The Hammocks Beach Corporation" are true and correct.

By: Rudolph Jones
President

J. W. Seabrook
Secretary

Sworn to and subscribed before me
this 13th day of June, 1963.

A. J. Pindle
Notary Public

My commission expires: December 14, 1963.

The North Carolina Teachers Association Credit Union

PURPOSE OF THE CREDIT UNION

To Serve As A Savings and Loan Institution For The 12,000 Teachers Affiliated With NC TA. Not for profit, not for charity, but for service to the teaching profession.

Potentiality

If 1,000 members saved \$50.00 each by June, 1964, it is conceivable that the dividend rate can be 4% by December, 1964, and possibly 4½% by December, 1965.

If 6,000 members saved \$50.00 each (just 10 shares) during the school year, the net worth of the Credit Union will be \$300,000. It could provide for improved services such as advisory tax information, a loan limit of several thousand dollars, budget counseling and a possible 5% dividend rate.

Does your school or local unit have 10 individuals willing to save at least \$50.00 (10 shares) this school year in your NCTA Credit Union? Let us credit your account \$100.25 for just \$3.25 interest, payable in six installments of \$17.25 each or \$50.25 for just \$1.75 interest, payable in six installments of \$8.67 each.

JOIN NOW!

Audit

The financial records of the North Carolina Teachers Association Credit Union shall be audited quarterly by the Supervisory Committee and annually by the Credit Union Division of the State of North Carolina.

Eligibility

All teachers who are members of NCTA are eligible to join the North Carolina Teachers Association Credit Union. All teachers owning shares may borrow up to three hundred dollars (\$300.00) per year. It is very likely that the loan limit will be extended as the membership grows on a yearly basis. Please state desired amount in initial request.

Cost

Shares are \$5.00 each and the joining fee is 25¢.

Headquarters

CREDIT UNION OFFICE WILL BE IN THE NCTA HEADQUARTERS BUILDING IN RALEIGH, NORTH CAROLINA.

All checks for shares and joining fees should be sent to:

Mr. F. D. McNeill, Secretary-Treasurer
N. C. T. A. Credit Union
125 E. Hargett Street
Raleigh, North Carolina

Application Blank

Name Home Address

Mailing Address

Teaching Position School

Location Social Security No.

Number of shares (\$5.00 each) Total

Joining Fee \$0.25 Total amount submitted

District Local Unit

Date Signature

Teachers Record

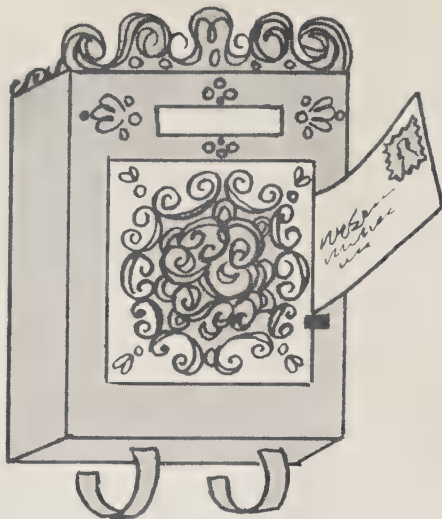
OFFICE OF THE
PUBLISHER
1111
NORTH
AVENUE

Serials, Exchange
Library of North
Carolina
Chapel Hill, N. C.

1964
N864



Convention Issue



ORDER DIRECT FROM US AND SAVE TIME

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.
Globe Book Co.

Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.
Lyons & Carnahan

McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.
Scott, Foresman and Co.

Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Richard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-THREE YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1964

North Carolina
SCHOOL BOOK DEPOSITORY
INCORPORATED
811 W. Hargett Street Telephone TEmple 2-3321 Raleigh, N.C.



Sandra Young, Miss Bahamas 1963, chats with Police Supt. E. J. Bryan and Supt. Albert Miller.

WHERE THE FUN IS!

NASSAU IN THE BAHAMAS

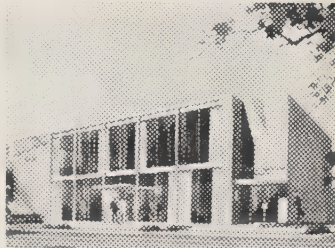
Nassau is for fun-loving vacationers! There's something doing every minute: all your favourite land and water sports... sightseeing... shopping for European imports... and exciting night life that moves to a Bahamian calypso beat! Only 30 minutes by air, overnight by ship, from Florida. No passports required for U.S. and Canadian citizens, but proof of citizenship recommended.

NASSAU, BAHAMAS, DEVELOPMENT BOARD
Dept. NCR-4 351 S.E. 2nd St., Miami 32, Florida
Please send your free Nassau vacation folder to:

Name.....
Address.....
City..... Zone..... State.....

For Complete, One Stop
BANKING SERVICE

We invite you to try one of
our conveniently located offices



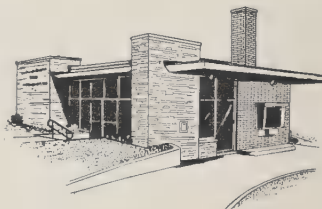
101 Beatties Ford Road
Charlotte



116 West Parrish Street
Durham



13 East Hargett Street
Raleigh



615 Fayetteville Street
Durham

MECHANICS and FARMERS BANK

"Large enough to serve you — — — Small enough to know you"

Resources more than \$13,000,000.00

organized 1907

member

Federal Deposit Insurance Corporation

CHARLES "A" LYONS, JR.
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Tolliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER

This month's cover is Raleigh, North Carolina, site of the 1964 Annual Convention of the North Carolina Teachers Association.

The backdrop is an air shot of the city of Raleigh.

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXIV

MARCH, 1964

NUMBER 2

CONTENTS

Page

Special Features

Directory of Local Unit Presidents	8
What You Should Know	12
Convention Program	15
Tips for Teachers	27

Articles

A Practical Plan by Herbert A. Gray, Jr.	7
Enrichment Program, Part II	21

General

From the Editor's Desk	5
Editorial	6
From the Field Representative	24
Classroom Teachers News	25
Educational Tour for Teachers	28

ADVERTISERS

Bennett College	24
Camp Dorothy Walls	10
Capital Printing Company	Back Cover
D. C. Heath & Company	22
Ivey's of Raleigh	19
Jean's of Raleigh	20
Johnson C. Smith University	23
Livingston College	22
Mechanics and Farmers Bank	2
Nassua in the Bahamas	1
NCTA Credit Union	Inside Back Cover
North Carolina Bottlers of Coca-Cola	12
North Carolina College at Durham	27
North Carolina School Book Depository	Inside Front Cover
North Carolina State of the University of North Carolina	20
Parkway Grill	28
Raleigh Business College	11
Shaw University	26
The Agricultural and Technical College	26
Teachers Loan Service	13
Wachovia Bank and Trust Company	11

N. C. T. A. OFFICERS

BOARD OF DIRECTORS

General Officers

Lafayette Parker, President Winston-Salem
W. G. Byers, Vice President Charlotte
N. H. Harris, Treasurer Raleigh
Mrs. Geneva J. Bowe, Recording Secretary
Murfreesboro

Special Officers

W. R. Collins, Immediate Past President Smithfield
Mrs. Juanita M. Corbin, President, Association
of Classroom Teachers Bolton
John H. Lucas, State NEA Director Durham
Mrs. Elizabeth D. Koontz, Vice President,
NEA Department of Classroom Teachers
Salisbury

District Presidents

Coastal Plain A. D. Smith, Dover
East Piedmont J. R. Barnes, Manson
North Central L. H. Mosley, Gumberry
Northeastern A. R. Bowe, Murfreesboro
Piedmont C. H. Coleman, Reidsville
Southeastern J. A. Brown, Lillington
Southwestern J. A. Clarke, Charlotte
Western L. R. Campbell, Statesville

Elected Members

M. L. DeVane, 1964
E. M. Holley, 1964
T. M. Ringer, 1964
W. M. McNeill, 1965
Mrs. Jettie D. Morrison, 1965
Miss Edna S. Smallwood, 1965
O. N. Freeman, 1966
J. H. Twitty, 1966
King A. William, 1966

Convention Announcements

BUS TRIP TO SEATTLE, NEA CONVENTION

In an effort to make it possible for more delegates to be present and voting at the NEA Convention, the NCTA is sponsoring inexpensive bus transportation to and from Seattle, Washington. (All meals and Convention expenses will be the personal concern of the delegate.)

For delegates wishing to spend a minimum time traveling, Trip A is advisable. Leave Raleigh: Wednesday, June 24 at 12:00 Noon

Hotel Accommodations Thursday night. Arrive in Seattle: Saturday, June 27 at 12:00 Noon. Leave Seattle: Friday, July 3—Hotel Accommodations Saturday night. Arrive in Raleigh Monday, July 6.

Round trip expenses (including Thursday and Saturday night accommodations): approximately \$120.00 (Trip expenses only)

Trip B provides for more leisurely travel and includes hotel accommodations enroute and tours through eight scenic cities.

Leave Raleigh: Friday, June 19 at 5:00 P.M. Arrive in Seattle: Saturday, June 27 at 11:00 A.M. Leave Seattle: Friday, July 3 at 8:00 A.M. Arrive in Raleigh Friday, July 10 at 8:00 A.M.

Round trip expenses (including hotel accommodations enroute) approximately \$220.00 (Trip expenses only)

For Further information contact:

Miss Barbara J. Hankins
125 East Hargett Street
Raleigh, North Carolina

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Juanita M. Corbin, Bolton

A. Department of Elementary Teachers—Mrs. Melissa N. Leitaou, Kinston

1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie

B. Department of Secondary Teachers—Robert W. Boley, New Bern

1. Section of English Teachers—C. C. Lipscomb, Raleigh
2. Section of Foreign Language Teachers—Miss Ann Bowers, Charlotte
3. Section of Social Science Teachers—Quinton K. Wall, Smithfield

4. Section of Mathematics & Science Teachers—Clarence S. Newsome, Ahoskie

C. Department of Teachers of Exceptional Children—Mrs. D. P. Poole, Elizabeth City

D. Department of Retired Teachers—L. H. Hall, Salisbury

Division of Specialized Education—G. L. Foxwell, Raleigh

A. Department of Home Economics Teachers—Mrs. Alberta Levings-ton, Raleigh

B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw

C. Department of Teachers of Exceptional Children—Miss Lena Branch, Mount Olive

1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville

D. Department of Music Teachers—Mrs. E. M. M. Kelly, Raleigh

E. Department of Health & Physical Education Teachers, Henry Eily, Roxboro

1. Section of Driver Education—Isaac Barnett, Greensboro

F. Department of Business Education Teachers—J. V. Turner, Durham

G. Department of Extension Education—(Unreported)

H. Department of Librarians—

I. Department of Guidance—Mrs. Edythe R. Tweedy, Rocky Mount

J. Department of Bible Teachers—Mrs. Eva L. Merritt, Durham

K. Department of Art Teachers—Mrs. Helen W. Daniels, Durham

L. Department of Audio Visual Aids—J. C. Duncan, Yanceyville

Division of School Administrators and Supervisors—E. M. Holley, Sanford

A. Department of Supervisors—Miss Alice Green, Wilson

B. Department of Principals—S. B. T. Easterling, Ellerbe

1. Section of Elementary Principals—E. E. Tysor, Mebane
2. Section of High School Principals—N. G. Perry, Thomasville
3. Section of Junior High School Principals—O. F. Hudson, High Point

4. National Association of Secondary School Principals—S. O. Jones, Salisbury

5. National Association of Elementary School Principals—A. C. Crowder, Goldsboro

6. Association of Supervision and Curriculum Development—Alice Green, Wilson

Division of Higher Education—L. H. Robinson, Greensboro

A. Department of Administration (Unreported)

B. Department of Instruction—Charles A. Ray, Durham

C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Fred D. McNeil, Field Representative and Credit Union Secretary-Treasurer

Mrs. Edna C. Richards, Executive Secretary, Classroom Teachers

Miss Barbara J. Hankins, Coordinator of Publications, Public Relations and Research

Mrs. Della P. Perry, Bookkeeper

Mrs. Patricia A. Jones, Secretary to the Executive Secretary

Miss Tabitha Pettiford, Secretary-Stenographer

Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers

... From the Editor's Desk ...

NEWS AND VIEWS

TEACHER CERTIFICATION TIGHTENED

The State Board of Education moved to tighten requirements for certification of new teachers in North Carolina. The board voted to require all candidates for teaching certificates to make certain minimum scores on the National Teacher Examination given by the Educational Testing Service at Princeton, New Jersey.

The requirement will have no effect on teachers' existing certificates. However, present teachers will be required to meet the minimum score on the examination if they seek to broaden a certificate already held.

Under the board's regulations, a candidate for an "A" certificate would have to score 450 on the examination; a candidate for a graduate certificate must score at least 500.

Penalty for failing to take the Examination is a reduction in salary of twenty dollars (\$20.00) per month.

"The education issue today is not control. The issue is conscience. Nobody is going to control our children but Americans. We must dedicate all our efforts and all our strength to that end. We must be sure conscience controls us and not fears.

President Lyndon Johnson

SPECIAL COMMITTEE STUDIES STUDENT NEA

The National Commission on Teacher Education and Professional Standards has appointed a Special Study Committee on Recruitment, Induction, and the Student Programs, whose duty is to study and evaluate the purposes and programs of Student NEA at the local, state, and national levels, and to propose possible revisions and improvements.

The Committee will seek information from college students, advisers and college staff members, state education association consultants, new teachers who participated in Student NEA, and others who may have valuable ideas to contribute. Any constructive criticism and comments relating to the Student NEA program are welcomed by the committee and should be mailed to: The Special Study Committee on Student NEA, c/o NCTEPS, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

DRIVE-IN CONFERENCES HELD IN COASTAL PLAIN DISTRICT

The Coastal Plain District of the North Carolina Teachers Association demonstrated professional leadership in its unprecedented series of District Drive-In Conferences. On two successive Saturday mornings (January 11 and 18), delegates convened at Georgetown High School in

Jacksonville and at Adkin Senior High School in Kinston. Both Conferences, presided over by District President Mr. A. D. Smith, were scheduled to include a General Session, three Special Interest Group Sessions (NEA, NCTA, ATA and Classroom Teachers), and a Luncheon Meeting.

National and State officials were present at both meetings as consultants.

TEACHER RECRUITMENT—AT HOME AND ABROAD

Gates County

The Gates County School System will be in need of one full-time Special Education Teacher and one full-time Speech Therapist beginning with the school term of 1964-65. Teachers will receive regular State salary plus travel expenses from the Buckland Elementary School to the T. S. Cooper Elementary School. Responses may be directed to: I. R. Barcliff, Principal, Buckland School, Gates, North Carolina.

Northern Rhodesia

The Government of Northern Rhodesia has an acute need for secondary teachers, especially in mathematics, science and French. The Government is interested in hiring qualified teachers for the second term of the school year, which begins May 26. Responses may be directed to: Office of Rhodesian Affairs, Bureau of African Affairs, Department of State, Washington 25, D. C.

TWELVE YEARS OF SCHOOL NOT ENOUGH?

The Educational Policies Commission is of the opinion that "twelve years of public school just aren't enough to produce reasoning citizens." The advisory group, jointly sponsored by the National Education Association and the American Association of School Administrators, has urged in a booklet, **UNIVERSAL OPPORTUNITY FOR EDUCATION BEYOND THE HIGH SCHOOL**, that free public school be extended for at least two years.

ADVANCEMENT SCHOOL FOR '64

Governor Terry Sanford announced plans for a new experimental school to be known as the North Carolina Advancement School. The school will be open to boys and girls of all races and social backgrounds who have above average ability but who are not realizing their potential. A Carnegie grant of \$500,000 will help to operate the school for a proposed three-year trial period.

Sanford has also proposed a Learning Institute of North Carolina (LINC) as part of the Research Triangle of Durham County. The research center, which would engage in State-wide work to improve education, would take advantage of the Governor's School, the Advancement School, and experimental activities of school programs operating under the North Carolina Fund.

From the Editor

Charles "A" Lyons, Jr.

Executive Secretary

Register!

VOTE!

"One man, one vote" is an inescapable condition of a free and democratic society. Democracy requires a counting of heads for the selection of public officials and through these officials the determination of public policy.

The right to vote is guaranteed to us by the Constitution of the United States and is one of the most sacred and important rights which a citizen of the United States possesses. The good citizen not only exercises his rights but recognizes a co-

rollary responsibility and duty to become a participant in his government, not just an onlooker.

The ballot is one of the most important keys we have now for unlocking the doors to greater opportunity for us as a people. Public officials—local, state and federal—will listen to our wishes for needed legislation and policy decisions only if we register and vote in large enough numbers to make a difference in whether or not they get elected. There is a race on now for governor. Do we care what the outcome is? Can our vote help make the difference? We will be electing Congressmen, Senators and a President of the United States this year. Does this mean anything to us? We say we want the continuing contract and tenure for teachers; can we say it LOUDLY, AT THE BALLOT BOX, to candidates for the state legislature for governor, and for State Su-

perintendent of Public Instruction?

It is time that every local unit established a citizenship committee. Let us be clear in our understanding that teachers are citizens, too. Members of our profession now hold public office in several communities as a result of their active participation as candidates for public office.

Citizenship Committees could take voter registration as an initial project. Such efforts could be coordinated with the efforts of other community leaders who are working in voter registration. In doing this they will be operating within the bounds of the state association constitution which gives as one of its purposes (Article II, c.) "To cooperate with other educational, professional and other civic organizations and agencies whose objectives and purposes are similar to the objectives and purposes of this association."

Meadowbrook To Help Shaw —

Man is a wonderful union of mind and body. Therefore, as an individual, a race or a nation, if we ever expect to stand very tall, we must constantly concern ourselves with supporting those persons, and organizations whose objectives are those of developing minds and bodies.

Meadowbrook Country Club was conceived as a result of recognizing the need for wholesome family recreation. It was not long before the membership realized that our organization offered an excellent opportunity to support other worthy causes. Through the years we have supported Negro candidates for public office, contributed to the needy, assisted in voter registration, and offered our facilities to civic, political, spiritual, and intellectual projects.

The appeal now being made by Shaw University is very well known. In an effort to help Shaw accelerate its program to perpetuate this great heritage, the Board of Directors, officers and members of Meadowbrook Country Club on Saturday, March 21, 1964 from 12 noon to 12 midnight will open all its facilities

to the public, holding tickets for a "Shaw Day Campaign." Tickets will cost \$2.50 for the entire day. A ticket will entitle a person to the use of all facilities (boating, fishing pier, game room, ballroom, picnic area, putt putt, and Golf Course) and to a Bar-B-Q dinner. Mr. J. E. Lytle of Shaw University is chairman of this campaign. Tickets may be purchased at the club, tickets and information may be received from most teachers and principals in Raleigh.

Our membership and Board of Directors, the greater percentage of which is made up of people connected with the field of education, solicit your help in making this project a success. We feel that in this way you can help Shaw and get something in return.

For us, it will serve as an endorsement of our determination to improve our minds and bodies, and go first class all the way.

So, after the Convention business is over, we hope to see you at Meadowbrook in support of Shaw.

M.W.B.

A Practical Plan — To Understand My Pupils

HERBERT A. GRAY, JR.

Hillside High School, Durham, N. C.

WE ARE FACED WITH THE PROBLEM of the mentally retarded and gifted child in our schools. The parents do not know, nor do they feel any responsibility in meeting the problems of these children, and often handicap the teacher in his efforts to carry out adequate programs for the welfare of the children.

Although this lack of cooperation is not common to all parents of the communities, there is evidence that the teacher does not get whole-hearted support from them.

In our classrooms there is a great need for direction in the development of correct habits, skills, and aptitudes.

It is our aim as teachers who are faced with this problem to offer suggestions which will aid in the development and the extension of adequate programs for all bright and slow learners.

OUR OBJECTIVES WILL BE: to discover the retarded and gifted child who needs special attention in regard to his behavior and environment; to study the physical and mental abilities and disabilities of the child and his environment; to find new interests that may stimulate each child to the full realization of his potential; to assist parents in helping the child become a worthy member of his family and other social groups; to enrich the curriculum of the school, thereby, meeting the needs of all children.

WE SHALL GAIN KNOWLEDGE of the kind of behavior which may be expected of a child in each of the overlapping stages of his development, and a fair knowledge of how his behavior is modified.

At the beginning of the school term, we shall have tests available, which will determine the IQ of each pupil and allow us to group them so as to work with them more effectively.

To obtain the best results in the study of a child's physical and mental abilities, disabilities, and environment, we shall first obtain his cumulative record sheet and his previous teachers' register. From either or both of these we shall be able to study the child's case history.

We shall visit the child's home in order to interest his parents in overcoming his physical handicaps. We shall try to do this by relating the story of President Franklin D. Roosevelt. In our visits to these parents pamphlets will be given to them concerning "The Child's Welfare Program."

IN ORDER TO FIND NEW INTERESTS that may stimulate each child, we shall set aside a daily activity period at which time each child will be asked to name activities in which he would

like to take part. The children will then be grouped according to their abilities—the mentally gifted child will be supervised and guided as to what he is to do; the mentally retarded will be given individual supervision and guidance as far as possible. Often the gifted child may be asked to help the retarded, and in many instances may get better results than did the teacher since children speak in simple language understood by their peers.

The secret of securing co-operation from parent lies, on one hand, in the kindness and understanding with which we develop a personal relationship with both pupil and parents; on the other hand, it lies in the skill with which we plan our classroom work to guide the child to the joy of accomplishment. The parent who sees his child happy and successful in worthwhile tasks is likely to become more interested in him.

Parents will be urged to attend the Parent-Teacher's Association in order to become better acquainted with the teachers dealing with problems concerning their children. Mimeographed copies of various topics, such as "What is Considered a Suitable Place for Doing Homework?" will be given to parents for the next meeting's discussion.

OFTEN CHILDREN ARE VERY SELFISH at school, particularly when there is only one child in the family. The teacher, on visiting this child's home will no doubt find solutions to this problem. Parents can do many things in developing an unselfish personality among children.

Many of our parents live far from town, school, and church. Their children, as a rule, do not have any outside contact, especially during the summer, except for Saturday afternoons or Sundays. We shall encourage these parents to purchase automobiles, if family circumstances will allow them, in order that the children may participate more readily in social affairs. We shall encourage them also to subscribe to daily newspapers, purchase radios and various games for their children. If these things are put to use, we will feel sure that we have assisted parents in helping the children become worthy members of their family and other social groups.

It is very necessary that the curriculum be broad enough to meet the needs of all children. The retarded child will be given, so far as his ability will allow, a practical working knowledge of the tool subjects, never so difficult that he would drop out of school because of failure or

(Continued on Page 11)

Directory of Local Unit Presidents

COASTAL PLAIN DISTRICT

Mrs. J. W. McLamb, Secretary
Fremont Unit NCTA
Friendship Elementary School
Fremont, North Carolina
Mr. Milas D. Kelly, President
O'Berry Unit NCTA
O'Berry School
Goldsboro, North Carolina
Mr. C. K. Harris, President
Goldsboro Local Unit NCTA
West Elm. Jr. High School
Goldsboro, North Carolina
Mr. J. A. Creech, President
Wayne County Unit NCTA
215 S. Johnson Street
Mount Olive, North Carolina
Mr. M. J. Pullen, President
Pender County Unit NCTA
P. O. Box 541
Burgaw, North Carolina
Mr. Von E. Stokes, President
Pamlico County Unit NCTA
Route 1, Box 185
Merritt, North Carolina
Mr. W. H. Newton, President
Onslow County Unit NCTA
305 Court Street
Jacksonville, North Carolina
Mr. Ernest Swain, President
New Hanover County Unit NCTA
1403 Orange Street
Wilmington, North Carolina
Mr. W. F. Grice, President
Kinston Unit NCTA
505 Beech's Drive
Kinston, North Carolina
Mr. John H. Bennett, President
Lenoir County Unit NCTA
400 East Blount Street
Kinston, North Carolina
Mr. H. W. Johnson, President
Jones County Unit NCTA
Jones High School
Trenton, North Carolina
Mr. N. E. Parker, President
Greene County Unit NCTA
1105 Sycamore Street
Kinston, North Carolina
Mr. Winifred N. Kenan, President
Duplin County Teachers Association
Douglass High School
Warsaw, North Carolina
Mrs. A. R. Fenner, President
New Bern City Unit NCTA
1128 G. Street
New Bern, North Carolina
Mr. Rex Fortune, President
Craven County Unit NCTA
907 Bern Street
New Bern, North Carolina
Mrs. Sara W. Windley, President
Carteret County Unit NCTA
508 Marsh Street
Beaufort, North Carolina

EAST PIEDMONT DISTRICT

Mrs. M. D. Williams, President
Warren County Unit NCTA
Route 3, Box 28
Warrenton, North Carolina
Mr. Harold H. Webb, President
State Department Unit NCTA
133 East Hargett Street
Raleigh, North Carolina

Mrs. Myrtle C. Crockett, President
Local Unit NCTA
3320 Garner Road
Raleigh, North Carolina
Mr. Thomas E. Kee, President
Local Unit NCTA
Shaw University
Raleigh, North Carolina
Mrs. F. A. Turner, President
Raleigh Unit NCTA
Crosby-Garfield School
Raleigh, North Carolina
Dr. J. A. Boyer, President
Saint Augustine's College
Raleigh, North Carolina
Mr. Richard L. Barfield, President
Wake County Unit NCTA
806 Delaney Drive
Raleigh, North Carolina
Rev. R. W. Wisner, President
Kittrell College
Kittrell, North Carolina
Mr. W. L. Pointer, President
Vance County Unit NCTA
309 West Front Street
Oxford, North Carolina
Mr. Urias E. Atkins, President
Granville County Unit NCTA
412 Taylor Street
Oxford, North Carolina
Mrs. H. S. Boone, President
Franklinton Unit NCTA
B. F. Person-Albion
Franklinton, North Carolina
Mr. F. George Shipman, President
Local Unit NCTA
N. C. College at Durham, Box
Durham, North Carolina
Mr. Alfred Fisher, President
Durham City Unit NCTA
2504 Janet Street
Durham, North Carolina 27707

NORTH CENTRAL DISTRICT

Mr. C. W. Hines, President
Eleanor P. Reid Unit NCTA
B. O. Barnes Elem. School
Wilson, North Carolina
Mr. Robert A. Bodie, President
Elm City Teachers Association
Box 245
Nashville, North Carolina
Mr. Ernest Stephens, Vice-President
Wilson County Unit NCTA
908 Elvie Street
Wilson, North Carolina
Mr. William H. Clark, President
Northampton County Unit NCTA
Box 471
Conway, North Carolina
Mr. T. V. Foster, Jr., President
Rocky Mount Unit NCTA
J. W. Parker Jr. High School
Rocky Mount, North Carolina
Mr. T. M. Ringer, President
Nash County Unit NCTA
Nash Central High School
Nashville, North Carolina
Mrs. Bettina S. Wilson, President
Johnston County Unit NCTA
709 E. Market Street
Smithfield, North Carolina
Miss Maude E. Freeman, President
Roanoke Rapids Unit NCTA

John A. Chaloner School
Roanoke Rapids, North Carolina
Mr. John Joyner, President
Weldon Unit NCTA
416 Whitaker Street
Enfield, North Carolina
Mr. Anthony Farmer, President
Halifax County Unit NCTA
Route 3, Box 306
Enfield, North Carolina
Mr. Horace Hussey, President
Tarboro City Unit NCTA
Pattillo High School
Tarboro, North Carolina
Mr. Erastus Batts, President
Edgecombe County Unit NCTA
Box 539
Battleboro, North Carolina

NORTHEASTERN DISTRICT

Mr. Roosevelt Pitt, President
Washington County Unit NCTA
Washington County Union School
Roper, North Carolina
Mrs. Verna B. Fenner, President
Tyrrell County Unit NCTA
Route 1, Box 26-A
Columbia, North Carolina
Mr. C. B. Gray, President
Greenville Unit NCTA
310 Greenfield Blvd.
Greenville, North Carolina
Miss H. J. Jordan, President
Pitt County Unit NCTA
111 Wallace Street
Farmville, North Carolina
Mr. King A. Williams, President
Perquimans County Unit NCTA
P. O. Box 127
Winfall, North Carolina
Mrs. H. M. Caldwell
Department of English
Elizabeth City State College
Elizabeth City, North Carolina
Mrs. Doris P. Poole, President
Elizabeth City Unit NCTA
508 Roanoke Avenue
Elizabeth City, North Carolina
Mr. Adolphus Woodhouse, President
Pasquotank County Unit NCTA
804 Hampton Drive
Elizabeth City, North Carolina
Mr. W. J. Morris, President
Martin County Unit NCTA
P. O. Box 516
Robersonville, North Carolina
Mr. M. J. Rountree, President
Hyde County Unit NCTA
P. O. Box 146
Swan Quarter, North Carolina
Mr. Issac Battle, President
Hertford County Unit NCTA
P. O. Box 142
Gatesville, North Carolina
Mr. Eugene Fields, President
Gates County Unit NCTA
Central High School
Gatesville, North Carolina
Mr. Sherwood N. Newsome,
President
Dare County Unit NCTA
Roanoke School
Manteo, North Carolina

Mrs. L. B. White, President
Currituck County Unit NCTA
706 Southern Avenue
Elizabeth City, North Carolina
Mrs. S. L. Reeves, President
Edenton Unit NCTA
Edenton High School
Edenton, North Carolina
Mr. Charles L. Fayton, President
Chowan County Unit NCTA
313 N. Oakum Street
Edenton, North Carolina
Mr. Frank Rice III, President
Camden County Unit NCTA
1707 Lincoln Street
Elizabeth City, North Carolina
Mr. Columbus E. Motley, President
Bertie County Unit NCTA
C. G. White High School
Powellsville, North Carolina
Mr. Beaufort O. Bailey, President
Washington City Unit NCTA
833 Calais Avenue
Washington, North Carolina
Mr. Wilbert C. Artis, President
Beaufort County Unit NCTA
S. W. Snowden High School
Aurora, North Carolina

PIEDMONT DISTRICT

Mr. William Baylor, President
Laurinburg Unit NCTA
P. O. Box 744
Laurinburg, North Carolina
Mr. H. W. Robinson, President
Scotland County Unit NCTA
Carver High School
Laurel Hill, North Carolina
Mr. Royal N. Roberts, President
Reidsville Unit NCTA
B. T. Washington High School
Reidsville, North Carolina
Mr. A. O. Wiley, President
Madison Unit NCTA
Charles Drew High School
Madison, North Carolina
Miss Mary C. Bell, Secretary
Leaksville Unit NCTA
P. O. Box 271
Leaksville, North Carolina
Mr. Charles P. Ballentine, President
Rockingham County Unit NCTA
624 Stiers Street
Reidsville, North Carolina
Mrs. M. K. Beard, President
Rockingham City Unit NCTA
Leak Street School
Rockingham, North Carolina
Mr. H. S. Diggs, President
Hamlet City Unit NCTA
Monroe Avenue High School
Hamlet, North Carolina
Mrs. F. M. Hasty, President
Local Unit NCTA
Morrison Training School
Hoffman, North Carolina
Mr. L. M. Goode, President
Richmond County Unit NCTA
Rosenwald School, Box 25
Mt. Gilead, North Carolina
Mr. T. E. Tyson, President
Randolph County Unit NCTA
Randolph High School
Liberty, North Carolina
Mr. W. T. Tuck, President
Person County Unit NCTA
106 Hillsboro Street
Roxboro, North Carolina

Mr. J. D. Astwood, President
Chapel Hill Unit NCTA
A-2, Cornwallis Road
Durham, North Carolina
Mrs. Ava L. Vanstory, President
Orange County Unit NCTA
1901 Albany Street
Greensboro, North Carolina
Mr. J. C. Hasty, President
W. Southern Pines Unit NCTA
Box 146
Southern Pines, North Carolina
Mr. R. D. Drake, President
Pinehurst Administrative Unit NCTA
1100 Elliott Circle
Fayetteville, North Carolina
Mr. G. W. Herring, President
Moore County Unit NCTA
Pinckney High School
Carthage, North Carolina
Mr. J. D. Fisher, President
Lee County Unit NCTA
836 Boykin Avenue
Sanford, North Carolina
Miss W. M. Crosson, President
Palmer Memorial Institute
Sedalia, North Carolina
Mr. W. E. Stanton, President
High Point City Unit NCTA
133 Underhill Street
High Point, North Carolina
Mr. W. A. Goldsborough, President
Greensboro City Unit NCTA
1411 Marboro Street
Greensboro, North Carolina
Mr. C. R. Steveson, President
Local Unit NCTA
A & T College
Greensboro, North Carolina
Dr. C. G. Winston, President
Local Unit NCTA
Bennett College
Greensboro, North Carolina
Mr. Melvin C. Smith, President
Guilford County Unit NCTA
1304 Larkin Street
Greensboro 6, North Carolina
Miss Mary L. Hill, President
Franklin County Unit NCTA
P. O. Box 294
Louisburg, North Carolina
Mr. E. B. Palmer, President
Durham County Unit NCTA
Lake View Elementary School
Durham, North Carolina
Mrs. Thelma G. Turner, President
Chatham County Unit NCTA
Box 8
Goldston, North Carolina
Mrs. Agnes B. Browning, President
Caswell County Unit NCTA
P. O. Box 191
Yanceyville, North Carolina
Mr. Eugene E. Polk, President
Burlington Unit NCTA
420 Richmond Avenue
Burlington, North Carolina
Mr. E. N. McDonald, President
Alamance County Unit NCTA
Central High School
Graham, North Carolina

SOUTHEASTERN DISTRICT

Mr. Willie D. Jacobs, President
Clinton City Unit NCTA
P. O. Box 490
Clinton, North Carolina

Mr. F. E. Wright, President
Sampson County Unit NCTA
P. O. Box 404
Clinton, North Carolina
Mrs. Sadie Douglass, President
Red Springs Unit NCTA
Peterson High School
Red Springs, North Carolina
Mr. L. W. Herndon, President
Eastside School Unit NCTA
P. O. Box 398
Saint Pauls, North Carolina
Mr. Bruce Hargrove, President
Maxton City Unit NCTA
P. O. Box 516
Maxton, North Carolina
Cyclrel Galbreath, President
Fairmont Unit NCTA
205 Bradshaw Street
Fairmont, North Carolina
Mrs. N. T. Whitted, President
Lumberton Unit NCTA
P. O. Box 571
Lumberton, North Carolina
Mr. John A. Gibson, President
Roberson County Unit NCTA
Rowland Southside School
Rowland, North Carolina
Mr. M. D. Robinson, President
Hoke County Unit NCTA
P. O. Box 1213
Laurinburg, North Carolina
Mr. R. L. Williams, President
Harnett County Unit NCTA
713 Calloway Drive
Raleigh, North Carolina
Dr. Percy Young, President
Fayetteville State Teachers Unit
NCTA
Fayetteville, North Carolina
Mr. Charles Allen, President
Fayetteville City Unit NCTA
1906 Slater Avenue
Fayetteville, North Carolina
Mr. Edward L. Henderson, President
Cumberland County Unit NCTA
1911 Newark Street
Fayetteville, North Carolina
Mrs. M. P. Williams, President
Whiteville Unit NCTA
Route 1, Box 226
Whiteville, North Carolina
Mr. Legrande Summersett, President
Columbus County Unit NCTA
Artesia High School
Hallsboro, North Carolina
Mr. Jesse A. Francis, President
Brunswick County Unit NCTA
507 North Howe Street
Southport, North Carolina
Mr. William D. Neill, Jr., President
Bladen County Unit NCTA
P. O. Box 578
Bladenboro, North Carolina

SOUTHWESTERN DISTRICT

Mr. Paul E. Hunter, President
Transylvania County Unit NCTA
Box 492
Brevard, North Carolina
Mr. W. K. Knight, President
Rutherford County Unit NCTA
Carver High School
Spindale, North Carolina

CAMP DOROTHY WALLS

*For Boys, Girls
and Adults*

Rt. 1, Box 173

BLACK MOUNTAIN, N. C.

Telephone North 9-8111

OPEN: June thru Sept.

PHYSICAL ACTIVITIES

Sports

Games

Relays

Swimming

Camp Fire

Special Events

Storytelling

Picnics

Tournaments

Boating

Singing

Dramatics

Fishing

Weekly rate for children
\$18.00

Weekly rate for adults
\$20.00

Insurance
.55

Special rates for week-end
Campers

Camp open to all people of all
denominations and general
public

For information and applica-
tions write to:

MR. L. P. DAVIS, Mgr.
Camp Dorothy Walls
Route 1, Box 172
Black Mountain, N. C.

Directory of Local Unit Presidents (Continued from Page 9)

Mr. Edward W. Brown, President
Polk County Unit NCTA
P. O. Box 747

Tryon, North Carolina

Mr. James F. Alexander, Director
Mecklenburg College
7600 West Interstate 85
Charlotte 8, North Carolina

Dr. R. P. Perry, President
Johnson C. Smith University
Charlotte, North Carolina

Mr. C. E. Moreland, President
Charlotte-Mecklenburg Teachers
Association

Northwest Jr. High School
Charlotte, North Carolina

Mrs. B. M. Greenlee, President
Marion City Unit NCTA
Box 660

Marion, North Carolina

Mr. Willie Wright, President
Lincolnton Unit NCTA
Oaklawn Elementary School
Lincolnton, North Carolina

Mr. G. R. Setzer, President
Lincoln County Unit NCTA
2214 Gilbert Street
Charlotte, North Carolina

Mr. J. William Wade, President
Jackson County Unit NCTA
Box 745

Sylva, North Carolina

Mr. Claude Hostler, President
Hendersonville Unit NCTA
P. O. Box 838

Hendersonville, North Carolina
Mrs. M. Joyce Mills, President
Haywood County Unit NCTA
Box 1324

Hendersonville, North Carolina

Mr. Millard L. Bess, Secretary
Cherryville Unit NCTA
Box 337

Cherryville, North Carolina

Mrs. G. E. Costner, President
Gastonia City Unit NCTA
Highland Elementary School
Gastonia, North Carolina

Mr. Paul L. Reid, President
Gaston County Unit NCTA
2119 Vanderbilt Road
Charlotte, North Carolina

Mr. J. R. Henry, President
Cleveland County Unit NCTA
Box 235

Bessemer City, North Carolina

Mr. C. W. Franks, President
Murphy City Unit NCTA
Route 3, Box 414
Murphy, North Carolina

Mr. Garfield Connor, President
Hickory-Newton-Catawba Co. Unit
Box 266

Newton, North Carolina

Mr. S. K. Dula, President
Caldwell-Lenoir Unit NCTA
P. O. Box 733

Lenoir, North Carolina

Mr. Herbert Gidney, President
Burke County Unit NCTA
Route 3, Box 411

Shelby, North Carolina 28150

Mr. Logan D. Delaney, President
Asheville-Buncombe Unit NCTA
36 Bartlett Street
Asheville, North Carolina

WESTERN DISTRICT

Mr. P. W. Bailey, President
Yadkin County Unit NCTA
P. O. Box 312

Boonville, North Carolina

Mr. G. C. Corbett, President
Wilkes County Unit NCTA
Box 193

Wilkesboro, North Carolina

Mrs. A. L. McKinney, President
Monroe City Unit NCTA
808 Winchester Avenue
Monroe, North Carolina

Mrs. Annie B. Cherry, President
Union County Unit NCTA
602 English Street

Monroe, North Carolina

Mr. Joseph E. Bradshaw, President
Surry County Unit NCTA

J. J. Jones High School
Mount Airy, North Carolina

Mrs. C. M. Tolliver, President
Stokes County Unit NCTA
1826 Fourth Street, N. E.
Winston-Salem, North Carolina

Mr. Baxter K. Williams, President
Stanly County Unit NCTA

P. O. Box 1121

Albemarle, North Carolina

Dr. S. E. Duncan, President
Livingstone College

Salisbury, North Carolina

Miss Eunice Powers, President
Salisbury City Unit NCTA
Box 825

Salisbury, North Carolina

Mrs. Eva H. Johnson, President
Rowan County Unit NCTA
P. O. Box 504

Salisbury, North Carolina

Mr. W. F. Hairston, President
Montgomery County Unit NCTA
2500 Atlee Street

Winston-Salem, North Carolina

Mr. Lonnie P. Davis, President
Statesville Unit NCTA
408 Monroe Street

Statesville, North Carolina

Mr. Howard W. Miller, President
Mooresville Unit NCTA
P. O. Box 508

Mooresville, North Carolina

Mr. M. C. Miller, President

Iredell County Unit NCTA

708 Cascade Road

Mooresville, North Carolina

Mr. William Earl, President

Winston-Salem-Forsyth Co. Unit

NCTA

Atkins High School

Winston-Salem, North Carolina

Mr. C. J. Parker, President

Local Unit NCTA

State Teachers College

Winston-Salem, North Carolina

Mr. Rosevelt Greenwood, President

Davie County Unit NCTA

P. O. Box 316

Mocksville, North Carolina

(Continued on Page 13)

A PRACTICAL PLAN (Continued from Page 7)

because he can find no courses suited to his capabilities and interests. The retarded child may become mal-adjusted; many often drift into delinquency.

We shall endeavor to set up courses in home-making, shopwork, and art. These courses give the retarded child a chance to use his hands as well as his head.

The gifted child learns much easier than the average child. The time usually given to tool subjects has been decreased and extra-curricular ac-

tivities have been introduced, including many problems involving creative work. A simple type of research should be included in the curriculum. The gifted child will be encouraged to acquire independence, originality, initiative, stability, poise, and other qualities.

THE PLAN CAN BE EVALUATED by answering the questions: Did the children appreciate their work? How well have they understood their children? Are boys and girls sent home more happy and enthusiastic? How many favorable or unfavorable comments concerning the children are made by the parents? Did the communities approve of and support the program?

RALEIGH BUSINESS COLLEGE

"Where Successful Careers Begin"

Offers courses in

- *Stenography
- *Secretarial Science
- *General Business
- *Junior Accounting
- *IBM Punch Card
- *Charm and Modeling

Day and Evening Classes

RALEIGH BUSINESS COLLEGE

507 East Martin Street
Raleigh, N. C.

Tel. 828-3160

P. O. Box 1968

DOROTHY A. BARNES, President

Teacher: Give me a sentence which includes the word "fascinate."

Robert: (After deep thought)
My father has a vest with ten buttons, but he can only fasten eight.

—A MATTER OF FACT—

The National Retired Teachers Association recommends to its members a TESTAMENTARY LIFE Insurance plan, designed to meet the needs of persons between the ages of 55 and 87.

Low Premiums — No Physical Examination Required — Underwritten by Colonial Penn Life Insurance Company, Philadelphia, Pennsylvania.

Write now for information.



ESPECIALLY FOR TEACHERS... *Announcing Wachovia's popular summer loan plan for 1964.* Here's a glorious opportunity for stimulating travel, further education or healthy recreation... with Wachovia's summer loan plan for teachers. No summer payments. Attractive rates. No collateral needed. Personal interview unnecessary. Plan begins May 1. Write to Wachovia in Goldsboro for your application now.

WACHOVIA

BANK & TRUST COMPANY

Goldsboro, North Carolina

Member Federal Deposit Insurance Corporation

Member Federal Reserve System

Enjoy

**THAT
REFRESHING
NEW
FEELING**



**N. C. BOTTLERS
OF
COCA-COLA**

The Hammocks

WHO OWNS THE HAMMOCKS PROPERTY? The property is deeded to the Hammocks Beach Corporation.

WHO ARE THE HAMMOCKS BEACH CORPORATION BOARD MEMBERS? The Hammocks Board Members are the same as the NCTA Board of Directors plus five other persons selected by the NCTA Board along with Mrs. Josephine Sharpe and Dr. William Sharpe, Jr.

WHAT ARE THE RESTRICTIONS ON THE USE OF THE PROPERTY? The property was given to the teachers to develop for educational and recreational purposes. This means that any type of educational meetings, conferences, or retreats may be held there. It also means that any types of recreational facilities may be constructed. The Charter prohibits mortgage, sale, or commercial use of the property.

HOW MUCH LAND DO THE TEACHERS CONTROL? The teachers still control over 3,000 acres of the mainland.

WHY DO THE TEACHERS NOT HAVE MORE BUILDINGS AND FACILITIES AT THE HAMMOCKS? They do not have more because they have not contributed funds to construct more.

DOES THE HAMMOCKS BEACH CORPORATION HAVE TO PLAN AND BUILD ALL FACILITIES DOWN THERE? No . . . Any group of teachers, supervisors, principals, local units, or faculty groups may lease a parcel of land on which to build a lodge, cottage, or retreat building of any type.

WHY CAN WE NOT GET HELP FOR DEVELOPMENT FROM SOME OTHER SOURCE? I have every reason to believe that we can. I think we have a much better chance, however, if we will

WHAT YOU SHOULD

raise some funds on our own first.

Questions and answers compiled by: Rudolph Jones, Chairman of the Committee on Promotion and Operation of the Hammocks.

NCTEPS

The National Commission on Teacher Education and Professional Standards was established by the Representative Assembly of the National Education Association in 1946 "to carry forward a continuing program for the profession in matters of recruitment, selection, preparation, certification, and advancement of professional standards, including standards for institutions which prepare teachers."

Since that date the Commission has made giant strides in raising the standards of the teaching profession. Just recently a drive has been launched for "Career Teacher Development" in an effort to improve educational opportunities for everyone. The drive got underway in Washington on December 13 with the first in a series of eight conferences, setting the pace for reaching the Commission's aim—schools and colleges staffed by "none but excellent teachers and administrators." The emphasis was placed on continuing education, i.e., more-on-the-job training for teachers.

Who more than the teachers should be concerned about their own perfection in their profession? The Commission on Teacher Education and Professional Standards has published this fall a "Position Paper" in which specific recommendations are made for continuing education as a career-long process of professional growth. Some of the recommendations include:

● Opportunities for teachers in each local school district to take part in workshops and institutes, to study independently, to travel, work on special curriculum projects. "Visiting

KNOW ABOUT . . .

classrooms and exchange teaching," the recommendation states, "can be as important to professional growth as formal course work."

● All graduate programs for teachers, administrators, and other specialists should include general education courses and advanced work in teaching fields. It is recommended that content and "methodology of teaching" be considered together or in a parallel fashion.

● It should be possible for an individual to specialize in becoming a highly competent classroom teacher who is not forced to leave the classroom in order to maintain a reasonable standard of living.

● A systematic plan for sabbatical leave with pay should be available to professional personnel, with increased state aid to local districts to make it possible. Expanded programs of scholarships and fellowships, with both state and federal support, are needed so that teachers can engage in full-time study on a college campus during the summer or academic year.

—"A Position Paper"
Teacher Education and
Professional Standards

NCTA Credit Union

The Credit Union is undertaking a vigorous and ambitious drive to have one thousand members and operating capital of \$50,000 during 1964. As soon as possible, we wish to affiliate with the National and State Credit Union Leagues, insuring savings and loans automatically, at no cost to you.

Savings and Loan Institution

Your NCTA Credit Union is a savings and loan institution. Save with us and borrow from yourselves during this year. We are appealing to everyone to save at least \$50.00 during the year; we are making a special appeal to every principal, all Board Members, and Consultants to save at least \$100.00; all supervisors, at least \$75.00. After your initial \$5.25 we will gladly credit your account on a six months basis in the follow-

ing amounts: \$95.00 at \$2.85 interest; \$70.00 at \$2.10 interest; and \$50.00 at \$1.50 interest.

The loan limit for teachers is presently \$300.00. With more operating capital this limit can be extended.

The only security we require now for loans is NCTA membership, NCTA Credit Union membership, the co-signature of an NCTA member, and a favorable report from three active credit references, one of which must be a bank reference. You may join for as little as \$5.25, which will entitle you to all the benefits and privileges offered. You will, however, be encouraged and expected to save a share a month to expand our service. Shares are \$5.00 each; joining fee is \$.25.

Loan Applications

Normally, it requires ten days to process a loan application. This time can be reduced if, when applying for a loan, you will designate the amount of money desired, the date on which you would like your first payment to fall due, and enclose three active credit references. All loan applications are processed by our Credit Committee.

As soon as practical we wish to pay 4% dividends on shares. Dividends represent a distribution of surplus earnings to share-holders *only*. For example, if a teacher had saved with the Credit Union the amount of money he wished to borrow, he could receive the loan for 5%. Assuming 4% dividends, his net cost for one year would be 1% instead of the yearly 6% interest rate.

We are asking that the names of every local unit Credit Union Representative be sent to us immediately. We are also asking massive local association support and promotion. Through your generous support and participation, the Credit Union can become self-supporting, thereby expanding services by extending

the loan limit and paying dividends on shares.

Potentially, this is the greatest service NCTA has offered its membership. Support it by joining now!

Fred D. McNeill, Jr.

Directory of Local Unit Presidents

(Continued from Page 10)

Mrs. Golden F. Wall, President
Davidson County Unit NCTA
Turner Street School
Thomasville, North Carolina

Miss Dorothy D. Boone, Reporter
Local Unit NCTA
Barber-Scotia College
Concord, North Carolina

Mr. E. J. Willie, President
Tri-School Unit NCTA
515 Capel Street
Kannapolis, North Carolina

Mr. John C. Miller, Prin.
Bristol School
Fleetwood, North Carolina

Mr. J. W. Peek, President
Morven City Unit NCTA
McRae High School
Morven, North Carolina

Mrs. V. N. Price, President
Wadesboro Unit NCTA
1017 Main Street
Wadesboro, North Carolina

Mr. James H. Evans, President
Anson County Unit NCTA
605 Salisbury Street
Wadesboro, North Carolina

Mr. H. G. Rose, President
Alexander County Unit NCTA
Happy Plains School
Taylorsville, North Carolina

TEACHERS! BORROW \$50 to \$300 BY MAIL

Quick! - Easy! - Private!

Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home. **BY MAIL** on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

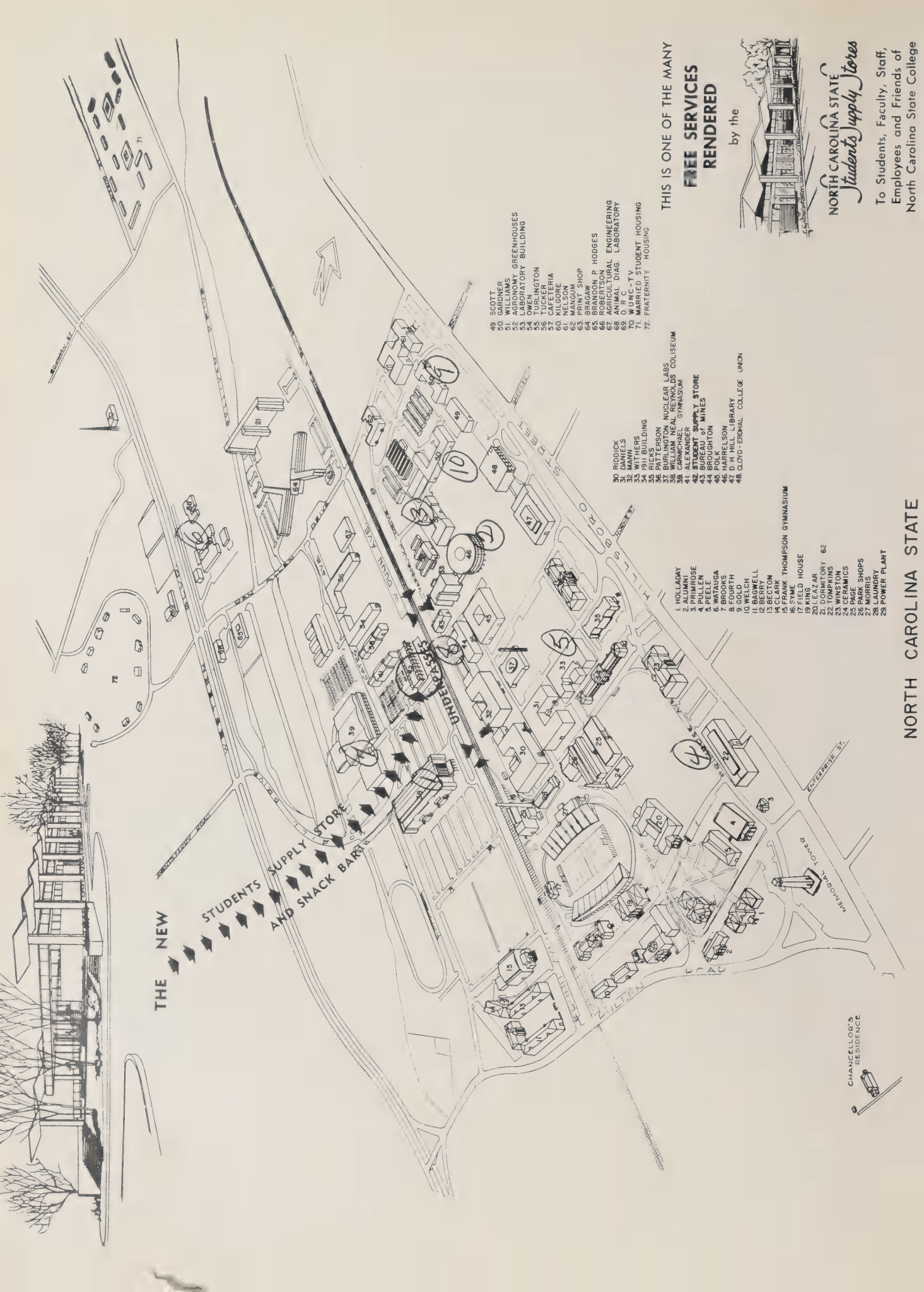
TEACHERS LOAN SERVICE, Dept. F
BRUNDIDGE, ALABAMA

Name _____

Address _____

City _____

State _____



THE NEW

STUDENTS SUPPLY STORE
AND SNACK BAR

THIS IS ONE OF THE MANY
**FREE SERVICES
RENDERED**
by the



NORTH CAROLINA STATE
Students Supply Stores

To Students, Faculty, Staff,
Employees and Friends of
North Carolina State College

NORTH CAROLINA STATE

SCHEDULE

TIME	Thursday—March 19	Friday—March 20	Saturday—March 21
7:45—8:45 A.M.		Registration 7:30 Second General Ses.- Bus. 7:45-8:45	
9:00—11:00 A.M.			
11:00 A.M. 1:00 P.M.		DIVISION, DEPARTMENT and SECTION MEETINGS	Fourth General Session (Business) 10:00 A.M.- 12:00 Noon. Ligon High School Auditorium
12:00—1:30 P.M.			
1:00—2:00 P.M.	Registration begins; Exhibits open-Reynolds Coliseum		
1:30 P.M.	Dept. of Supervisors Meeting		
3:00 P.M.	Elections Committee Meeting		
4:00 P.M.	Open Hearing	Dinner Hour	
6:00 P.M.	First General Session (Business)	Classroom Teachers Banquet	
8:00 P.M.		Third General Ses. Speaker: Dr. James M. Nabrit, Pres. Howard University, Wash., D. C.	
10:00 P.M.		Social	

NORTH CAROLINA STATE OF THE
UNIVERSITY OF NORTH CAROLINA
RALEIGH, N. C.

NORTH CAROLINA TEACHERS ASSOCIATION
ROOM ASSIGNMENT SCHEDULE

Thursday March 19, 1964

1:30 p.m. Supervisors 38 Coliseum

Friday, March 20, 1964

Sections

9:00-		
11:00 a.m.	English Teachers	46 Harrelson 113
9:00 a.m.	Foreign Language Teachers	62 *Clark (Mangum) 110
9:00 a.m.	Social Science Teachers	67 Agr. Engineering 158
9:00 a.m.	Mathematics and Science Teachers	48 College Union 230
9:00 a.m.	Driver Education	48 College Union Ballroom
9:00 a.m.	Industrial Arts Teachers	22 Tompkins 112A
3:30 p.m.	Educational Secretaries	46 Harrelson 207
9:00 a.m.	High School Principals & NASSP	48 College Union Ballroom
9:00 a.m.	Elementary School Principals & DESP	48 College Union Ballroom
11:00 a.m.	Junior High School Principals	22 Tompkins 114
9:00 Joint	Primary Teachers	38 Coliseum
9:00 Session	Grammar Grade Teachers	38 Coliseum
9:00-		
11:00 a.m.	Math. Teachers	48 College Union Ballroom

Departments

9:00 a.m.	Audio Visual Aids	39 Carmichael Gym. 11
10:00 a.m.	Home Economics Teachers	60 Kilgore 125
11:00 a.m.	Retired Teachers	60 Kilgore 103
11:00 a.m.	Health and Phys. Ed. Teachers	39 Carmichael Gym.
11:00 a.m.	Vocational Agri. Teachers	60 Kilgore 125
11:00 a.m.	Elementary Education	38 Coliseum
11:00 a.m.	Business Education Teachers	44 Broughton 216
11:00 a.m.	Music Teachers	62 *Clark 110
11:00 a.m.	Librarians	39 Carmichael Gym. 11
11:00 a.m.	College Instruction	46 Harrelson 113
11:00 a.m.	Guidance	48 College Union Ballroom
11:00 a.m.	Art Teachers	48 College Union Ballroom
11:00 a.m.	Teachers of Except. Children	48 College Union Ballroom
11:00 a.m.	Industrial Education Teachers	48 College Union Ballroom
11:00 a.m.	Student NEA, NCTA	44 Broughton 111
2:00 p.m.	Secondary Education	51 Williams 215

Divisions

3:30 p.m.	Specialized Education	46 Harrelson 107
1:30 p.m.	Classroom Teachers	38 Coliseum
1:30 p.m.	Higher Education	46 Harrelson 100
3:30 p.m.	Dept. of Principals	61 Nelson 240

* The Clark building is the old Mangum building.

GENERAL CALENDAR

Theme: "Education for Responsible Freedom"

Thursday, March 19, 1964

- 10:00 A.M.—Credentials Committee Meeting
- 1:00 P.M.—Registration and Exhibits Open, William
Neal Reynolds Coliseum
- 1:30 P.M.—Department of Supervisors Meeting, William
Neal Reynolds Coliseum
- 3:00 P.M.—Meeting of Elections Committee
- 4:00 P.M.—Open Hearing, William Neal Reynolds
Coliseum
- 5:00 P.M.—Meeting of Credit Union Board of Directors
- 6:00 P.M.—First General Session (Business), William
Neal Reynolds Coliseum

Friday, March 20, 1964

- 7:45-8:45 A.M.—Second General Session, William Neal
Reynolds Coliseum
- 9:00 A.M.—Section Meetings
- 11:00 A.M.—Department Meetings
- 1:30 P.M.—Division of Higher Education Meeting,
Harrelson Hall 107
- 1:30-3:30 P.M.—Division of Classroom Teachers,
William Neal Reynolds Coliseum
- 2:00 P.M.—Department of Secondary Education,
Williams Hall 215
- 3:30 P.M.—Division of Administrators and Supervisors,
and Department of Principals, Nelson 204
- 3:30 P.M.—Division of Specialized Education, Harrel-
son 107
- 4:00 P.M.—Resolutions Committee Meeting
- 4:30 P.M.—Credit Union Shareholders Meeting,
William Neal Reynolds Coliseum
- 6:00 P.M.—Classroom Teachers Banquet, Leazer Hall
Cafeteria
- 8:00 P.M.—Third General Session, William Neal Rey-
nolds Coliseum
- 10:00 P.M.—Informal Social

Saturday, March 21, 1964

- 10:00 A.M.—Fourth General Session, J. W. Ligon High
School Auditorium
- 1:00 P.M.—Installation of New Officers



Dr. James M. Nabrit, Jr.
Convention Speaker

JAMES MADISON NABRIT, JR., President of Howard University, received his academic training at Morehouse College High School and Morehouse College. He received the Doctor of Jurisprudence Degree from Northwestern University in 1927, and since 1936 has been actively associated with Howard University in Washington, D. C., serving as a faculty member of the School of Law, Secretary of the University, Administrative Assistant to the President, and Dean of the School of Law.

As a member of the faculty of the School of Law of Howard University, Dr. Nabrit organized the first course in civil rights to be taught in American Law Schools.

He was admitted to the practice of law by the Texas Supreme Court and the U. S. Supreme Court, and did general practice in Houston, Texas for six years.

Dr. Nabrit is the recipient of Honorary Degrees from Morehouse College, Lincoln University, Bates College, and Georgetown University, and has been cited on numerous occasions for his outstanding work in civil rights and education.

His professional affiliations include membership in the National Education Association, the President's Committee on Youth Employment, the Board of Directors of the NAACP Legal Defense and Educational Fund; he serves also as adviser to the United States National Student Association, and on the legal advisory councils of many national and international corporations.

In his community Dr. Nabrit is a member of the Baptist Church, the Omega Psi Phi Fraternity and the Epsilon Boule of Sigma Pi Phi Fraternity.

83rd Annual Convention

OPEN HEARING NCTA BUSINESS

Thursday, March 19, 1964—4:00 P.M.

William Neal Reynolds Coliseum

Presiding: Mr. W. G. Byers, Vice President, NCTA
Remarks: Dr. Lafayette Parker, President, NCTA
Greetings and Remarks: Dr. Charles "A" Lyons, Jr.,
Executive Secretary, NCTA

Items for Discussion:

- Resolutions
- Budget
- Building
- Constitution
- Other

Announcements

Adjournment

GENERAL SESSIONS

FIRST GENERAL SESSION

Thursday, March 19, 1964—6:00 P.M.

William Neal Reynolds Coliseum

Presiding: Dr. Lafayette Parker, President, NCTA
Mr. Curtis Todd, Parliamentarian

Organ Prelude

Mrs. Margaret Wilson, Convention Organist

National Anthem

Pledge of Allegiance

Invocation

Introductory Remarks

Dr. Lafayette Parker, President, NCTA

Greetings and Remarks

Dr. Charles "A" Lyons, Jr.,

Executive Secretary, NCTA

Business:

1. Rules Committee
2. Credentials
3. Board of Directors
4. Budget and Finance
5. Resolutions
6. Constitution and Bylaws
7. Report Election and Canvassing
8. Building
9. Legislative Committee
10. Other

Announcements

Adjournment

SECOND GENERAL SESSION

Friday, March 20, 1964—7:45 A.M.—8:45 A.M.

William Neal Reynolds Coliseum

Presiding: Dr. Lafayette Parker, President, NCTA
Mr. Curtis Todd, Parliamentarian

Business:

Unfinished Business

New Business

Announcements

Adjournment

THIRD GENERAL SESSION

Friday, March 20, 1964—8:00 P.M.

William Neal Reynolds Coliseum

Band Concert: 7:30-8:00 P.M.

Johnston County Training School Band

John R. Windley, Director

Presiding: Dr. Lafayette Parker, President, NCTA
Music

Introduction of Platform Guests

Mr. W. G. Byers, Vice President, NCTA

Honoring of Retired Teachers

Dr. Charles "A" Lyons, Jr.,

Executive Secretary, NCTA

Introduction of Speaker

Dr. Samuel P. Massie, President,

North Carolina College

Address

Dr. James M. Nabrit, President,

Howard University, Washington, D. C.

Announcements

Adjournment

Platform Guests: Members of NCTA Board of Directors, College President, Members of State Department of Public Instruction, Consultant, North Carolina Department of Public Welfare, Professional Staff of NCTA, President NCCPTA.

FOURTH GENERAL SESSION

Saturday, March 21, 1964—10:00 A.M.

J. W. Ligon High School Auditorium

Organ Prelude

Mrs. Margaret Wilson, Convention Organist

Presiding: Dr. Lafayette Parker, President, NCTA

Mr. Curtis Todd, Parliamentarian

Unfinished Business

New Business

Other

Announcements

Adjournment

DIVISION OF CLASSROOM TEACHERS

Friday, March 20, 1964—1:30 P.M.

William Neal Reynolds Coliseum

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Mrs. Juanita M. Corbin

Opening—Pledge of Allegiance—Led by Robert Reeder,

Director, Southwestern District, NCACT

"Eleven Commandments For Teachers"—Miss Eva L. Merritt, Director, East Piedmont District, NCACT

Presentation of Platform Guests—Mrs. Edna C. Richards, Executive Secretary, NCACT

Business Session

Adoption of Rules of Order—Mrs. Clara R. Owens, Director Northeastern District, NCACT

President's Report—Mrs. Juanita M. Corbin, President, NCACT

Minutes—Mrs. Naomi Morgan, Secretary, NCACT

Presentation of Candidates

Voting

Reports:

Constitution Committee—Mrs. Margaret Wilson, Vice President, NCACT

Resolutions Committee—Mrs. Lottie M. Whittington, Director, Western District, NCACT

Progress Report—Mrs. Edna C. Richards, Executive Secretary, NCACT

Conditions of Work—"Time To Teach"—Mrs. Elizabeth D. Koontz, Vice President, NEA Department of Classroom Teachers

Local Projects—Mrs. Gladys Neal, State Chairman, Local Projects

"Our African Neighbors"—Mrs. Margaret W. Wilson, Chairman, State Project

New Business

Announcements: Classroom Teachers Banquet will be held at Leazer Hall Cafeteria Friday, March 20, at 6:00 P.M. Available tickets may be secured from a committee in front of Coliseum.

Host—Raleigh Association of Classroom Teachers, NCTA

DIVISION OF HIGHER EDUCATION

Friday, March 20, 1964—1:30 P.M.

Harrelson Hall #100

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Mr. Leonard H. Robinson, Chairman

Symposium: Educators at the Elementary, Secondary and College Levels Attack Some Common Problems in Education

A. The area of communications

B. Adjustment difficulties of Negro pupils attending predominantly White schools.

Discussion Period



Dr. Cornelius V. Troup

DR. CORNELIUS V. TROUP, a native of Brunswick, Georgia, received his high school training at St. Athanasius' School in Georgia, and the A.B. Degree from Morris Brown College. In 1937 he received the M.A. Degree from Atlanta University, and the Ph.D. from Ohio State University in 1947. Dr. Troup holds the Doctor of Laws Degree from Wilberforce University and Morris Brown College, and has done Post-doctoral study at the University of Michigan.

President of Fort Valley State College, Fort Valley, Georgia, since 1945, Dr. Troup has served as Head of the Commercial Department and accountant at Morris Brown College, Principal of Risley High School, Brunswick, Georgia, and Registrar and Director of Summer School, Fort Valley State College.

Dr. Troup is author of the book "*Distinguished Negro Georgians*," and has published numerous articles and poems in national and state journals.

He is former National Vice President of the Phi Beta Sigma Fraternity, and holds membership in the Phi Delta Kappa National Honorary Fraternity for Men in Education, the Alpha Kappa Mu National Honor Society, and is Chairman of the Trustee Board, Trinity Baptist Church in Fort Valley.

Dr. Troup is listed in *Leaders in Education*, *World Biography*, and *Who's Who in America*.

Business Session
Announcements
Adjournment

DEPARTMENT OF ART TEACHERS

Friday, March 20, 1964—11:00 A.M.

College Union Ballroom

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Mrs. Helen W. Daniel, Chairman

Program Topic: "Art Exploration and Challenging Discoveries"

Special Features: Guest Speaker, Art Exhibit of Unusually Creative Work

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF GUIDANCE

Friday, March 20, 1964—11:00 A.M.

College Union Ballroom

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Mrs. Edythe R. Tweedy, Chairman

Program Topic: "Providing More Adequate Educational and Vocational Opportunities in North Carolina for a Changing World of Work"

Speaker: Mr. Harry G. Beard, Administrator, Division of Vocational Education, State Department of Public Instruction

Workshop Participants: Miss Thelma L. Cumbo, Guidance Consultant, State Department of Public Instruction, Panel Moderator

Mr. Charles D. Bates, Supervisor, Trade and Industrial Education, State Department of Public Instruction

Mr. Thomas Shore, Supervisor, Diversified and Comprehensive Vocational Education, State Department of Public Instruction

Mr. Bruce Hargrove, Maxton, North Carolina

Mrs. Margaret Grady, Counselor, Williston Senior High School, Wilmington, North Carolina

Mrs. L. B. Suggs, Counselor, P. W. Moore High School, Elizabeth City, North Carolina

Mrs. Ethel Hughes, Counselor, William Penn High School, High Point, North Carolina

Mr. S. Burton, Counselor, Sampson County High School, Clinton, North Carolina

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF VOCATIONAL AGRICULTURAL EDUCATION

Friday, March 20, 1964—11:00 A.M.

Kilgore Hall #125

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Mr. M. S. Sanders, Chairman

Program Topic: "Agricultural Education for Responsible Freedom"

Speaker: Dr. C. V. Troop, President, Fort Valley State College, Fort Valley, Georgia

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF SUPERVISORS

Thursday, March 19, 1964—1:30 P.M.

Coliseum

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Miss Alice B. Green, Chairman
Program Topic: "The Individual In Changing Cultures"
Moderator: Mrs. Georgia Barbee, Health Educator
Consultants: Dr. William Howell, Sociologist, North Carolina College, Durham, North Carolina
Dr. Allen Cohen, Consultant, Special Education
Discussion Period
Business Session
Adjournment

DEPARTMENT OF LIBRARIANS

Friday, March 20, 1964—11:00 A.M.

Carmichaels Gym #11

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Miss Alvise Devane, Chairman

Program Topic: "Reading, the Key to Opportunities"

Speaker: Miss Evelyn B. Pope, Acting Dean of the School of Library Science, North Carolina College, Durham, North Carolina

Discussion

Business Session

Announcements

Adjournment

DEPARTMENT OF MUSIC TEACHERS

Friday, March 20, 1964—11:00 A.M.

*Clark Hall #110

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Mrs. E. M. Kelly, Chairman

Program Topic: "Making the Music Program More Meaningful"

Speaker: Mr. Bernard Lee Mason, Howard University, Washington, D. C.

Mr. Arnold Penland, Raleigh City Schools, Raleigh, North Carolina

(One other to be selected)

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF BUSINESS EDUCATION TEACHERS

Friday, March 20, 1964—11:00 A.M.

Broughton Hall #216

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: John V. Turner, Chairman

Program Topic: "Attracting Better Students for the Business Program"

Speaker: Dr. Omeda R. Livingstone, Chairman, Department of Business, South Carolina State College, Orangeburg, S. C.

Moderator: Dr. S. B. Fulbright

Discussion

Business Session

Announcements

Adjournment

SECTION OF FOREIGN LANGUAGE TEACHERS

Friday, March 20, 1964—9:00 A.M.

*Clark Hall #110

North Carolina State

of the

University of North Carolina

Raleigh, North Carolina

Presiding: Ann Bowers, Chairman

Program Topic: "New Trends in the Teaching of Foreign Languages"

Speaker: Miss Evelyn Vandiver, Consultant of Foreign Languages, Charlotte-Mecklenburg School System

Discussion Period
Business Session
Announcements
Adjournment

SECTION OF DRIVER EDUCATION

Friday, March 20, 1964—9:00 A.M.

College Union Ballroom

North Carolina State
of the

University of North Carolina
Raleigh, North Carolina

Presiding: Mr. Isaac Barnett, Chairman

Program Topic: "Meeting the Challenges of Our Times
Through Driver Education"

Speaker: Mr. Marvin Mills, Professor of Traffic and Safety
Education, West Virginia College—Institute, West Vir-
ginia

Discussion Period

Business Session

Announcements

Adjournment

SECTION OF JUNIOR HIGH SCHOOL PRINCIPALS

Friday, March 20, 1964—11:00 A.M.

Tompkins Hall #114

North Carolina State
of the

University of North Carolina
Raleigh, North Carolina

Presiding: O. F. Hudson, Chairman

Program Topic: "The Junior High School In North Caro-
lina — Needs For The Sixties"

Speaker: Chairman of the Planning Committee of the
statewide Junior High School Principal's Conference

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF EXCEPTIONAL CHILDREN

Friday, March 20, 1964—11:00 A.M.

College Union Ballroom

North Carolina State
of the

University of North Carolina
Raleigh, North Carolina

Presiding: Miss Lena M. Branche

Program Topic: "Special Education in The Public Schools
of North Carolina"

Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF AUDIO VISUAL AIDS

Friday, March 20, 1964—9:00 A.M.

Carmichael Gym #11

North Carolina State
of the

University of North Carolina
Raleigh, North Carolina

Presiding: Mr. J. C. Duncan, Chairman

Program Topics: "Planning, Constructing and Using Bul-
letin Boards"
"Controlled Reading"

Speakers: Mrs. M. E. Paye
Mr. R. B. Smith

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF PRINCIPALS

Friday, March 20, 1964—3:30 P.M.

Nelson Hall #240

North Carolina State
of the

University of North Carolina
Raleigh, North Carolina

Presiding: S. B. T. Easterling

Program Topic: "New Directions in Education"

Speaker: Dr. William C. Archie, Director, State Board of
Higher Education, Raleigh, North Carolina

Discussion Period

Business Session

Announcements

Adjournment

SECTION OF SENIOR HIGH SCHOOL PRINCIPALS

Friday, March 20, 1964—9:00 A.M.

College Union Ballroom

North Carolina State
of the

University of North Carolina
Raleigh, North Carolina

Presiding: Mr. N. G. Perry, Chairman

Speaker: Dr. L. C. Dowdy, Dean of Instruction, A & T
College, Greensboro, North Carolina

IVEY'S OF RALEIGH

123 Fayetteville Street

WELCOME TEACHERS

*to Raleigh and Ivey's
the fashion center of the
fashion capital*

SECTION OF ELEMENTARY SCHOOL PRINCIPALS

Friday, March 20, 1964—9:00 A.M.

College Union Ballroom
North Carolina State
of the
University of North Carolina
Raleigh, North Carolina

Presiding: Mr. E. E. Tysor, Chairman

Program Topic: "Raising the Sights of Elementary Principals"

Speaker: Dr. Fritz C. Borgeson, New York University

Discussion Period

Business Session

Announcements

Adjournment

**SECTION OF MATHEMATICS AND SCIENCE
TEACHERS**

Friday, March 20, 1964—9:00 A.M.

College Union #230
North Carolina State
of the
University of North Carolina
Raleigh, North Carolina

Presiding: Mr. Clarence S. Newsome

Program Topic: "The Production and Use of Amphibian Eggs at the Secondary School Level"

Speaker: Dr. Artis P. Grayes, Chairman, Biology Department, The Agricultural and Technical College of North Carolina, Greensboro, North Carolina

Discussion Period

Business Session

Announcements

Adjournment

SECTION OF ENGLISH TEACHERS

Friday, March 20, 1964—9:00 A.M.

Harrelson Hall #113
North Carolina State
of the
University of North Carolina
Raleigh, North Carolina

Presiding: Mr. C. C. Lipscomb, Chairman

Program Topic: "College Preparation in English for High School Students"

Speaker: Dr. Jack Suberman, Professor of English and Director of Summer Sessions, North Carolina State of the University of North Carolina, Raleigh, North Carolina

Special Features: Highlights of the State Drama Association; Election of Officers

Discussion Period

Business Session

Announcements

Adjournment

WELCOME TEACHERS

Jean's of Raleigh

DOWNTOWN & CAMERON VILLAGE

**NORTH CAROLINA STATE
of the UNIVERSITY OF NORTH CAROLINA
at RALEIGH**

OFFERS TWO SUMMER SESSIONS IN 1964 FOR VISITING STUDENTS

FIRST SESSION June 9—July 16

SECOND SESSION July 21—August 27

FOR INFORMATION, CATALOGUES, AND APPLICATIONS

WRITE TO-DIRECTOR OF SUMMER SESSIONS

101 PEELE HALL

NORTH CAROLINA STATE

RALEIGH, NORTH CAROLINA

Enrichment Program: An Aid for the Educationally Retarded

Introduction

In the January issue of the *Teachers Record* an article entitled, "A Report of the Effectiveness of An Enrichment Program" appeared. The intent of that article was primarily to describe a program which was established at the Riverview Elementary School, Murfreesboro for dealing with the perennial problem of academic retardation. The enrichment program described had as an end the partial alleviation of the problem, especially as accentuated by the schools persistent large number of students who were or could have been classified as slow learners.

This article is a follow-up report on that program; its intent is to describe factors which reflect the success or failure of the program in factual terms. In other words, an evaluation of that program.

Design for Evaluation

Data related to the intelligence and achievement of the students in ten classes in which an enriched learning environment was developed were secured and analyzed. Data on achievement were secured for October and April of the school year in which the program was established.

The Retarded Group

The students involved in this report were enrolled in 10 classes in Riverview Elementary School in which ability grouping within grades was practiced.

These students were in the groups with lowest composite I Q and achievement scores. They represented the lowest divisions of each grade level after the students were grouped according to intelligence and achievement. These classes involved 239 students, who were retarded by as much as 4.4 years (median 2.9), and had average IQ's of 72 to 85.

The Enrichment Program

The enrichment program was perceived to be an effective measure for coping with the problem of retardation that was confirmed after the pretest scores were analyzed.

To break the cycle of retardation, teachers engaged in enrichment activities. That is, wiser selection and use of materials, activities, and procedures in search of a higher quality of learning and instruction. The program placed emphasis on effective work habits, effective methods, and proper choice of learning experiences for the students.

Findings

The most revealing method for describing the gains made by the students in the program would perhaps be that of first describing group growth,

then identifying extreme cases and emphasizing them. This method would not be acceptable for these data in that little attention would be called to the failures and the work still needed in terms of the total retardation of the students. For this reason the researchers have chosen to describe the findings mainly in terms of the amount of retardation which existed at the end. First, however, attention will be briefly directed to gains in grade placement achieved by the 10 classes.

The achievement gains made by the students during the seven-month period of enrichment are reported in Table 1. These data show average gains of 4 months (.4) to eleven months (1.1). The average for the total group of 10 classes was 8 months (.8). This average gain was one month beyond expected gain for normally progressing students. Considering the intelligence of the retarded groups involved, the average expected gain (Mean X Gain) was 4.5 months (.45). The data show not just one month, but 3.5 months growth beyond the average expected growth rate of the students and for the enrichment period.

Table 1. Summary of Class I Q's, Pretest Grade Placements, and Average Gains.

Grade	Ave. I Q	Pretest G. P.	Post-Test G. P.	Ave. Gain
3 (Group I)	78	1.5	2.5	1.0
3 (Group II)	78	2.1	2.9	.8
4	72	2.8	3.8	1.0
5	83	2.4	3.0	.6
6 (Group I)	76	2.6	3.0	.4
6 (Group II)	80	3.3	4.0	.7
7 (Group I)	72	3.0	3.6	.6
7 (Group II)	79	4.2	5.0	.8
8 (Group I)	78	5.1	6.2	1.1
8 (Group II)	72	3.9	4.2	.3
Mean Gain For Total Group				.8
Median I Q for Total Group				77
Mean X Gain Based on Intelligence				.45

Table 2 shows the extent of the retardation in the third and fourth grades. Initially, the pretest scores revealed average class retardation of seven months to one year and five months. Considering that the students in these classes had been in attendance on the average of two to three years, this meant an average yearly rate of retardation of at least 3.5 months to 7 months for the groups.

Based upon the derived rate, the expected retardation status for the groups reported in Table 2 were 1.35, 2.2 and 1.9. None regressed, however; all advanced and reduced the amount of their total retardation even after an additional seven months. The gains reported in Table 1 show the extent of their advancement. Assuming that the rate of improvement was sustained, these groups would achieve normal status within two years.

Table 2. Frequency Distribution of the Retardation Status of Grades Three and Four as Measured by Pretest and Post-test

Amount of Retardation	3rd Grade		4th Grade	
	Class No. 1	Class No. 2	Initial	Final
5--				
0.0--0.4				
0.5--0.9	9	14	2	8
1.0--1.4	11	2	7	6
1.5--1.9	1	2	2	4
2.0--2.4	0	0	0	0
2.5--2.9	0	0	0	0
3.0--3.4		1	1	1
3.5--3.9				
Total	22	22	23	21
Mean	1.0	.7	1.5	1.4
S. D.	.3	.6	.7	.8
Minimum Final Retardation Status Expected	1.35	2.2	1.9	

ENRICHMENT PROGRAM:

(Continued from Page 21)

Table 3. Frequency Distribution of the Retardation Status of Grades Five and Six as Measured by Pretest and Post-test.

Amount of Retardation	6th Grade		5th Grade	
	Initial	Final	Initial	Final
0.0-0.4			1	1
0.5-0.9			1	1
1.0-1.4	1		1	1
1.5-1.9	0	0	1	2
2.0-2.4	1	1	7	10
2.5-2.9	6	5	9	6
3.0-3.4	2	8	3	6
3.5-3.9	8	4	6	1
4.0-4.4	3	3	1	2
4.5-4.9	4	3	1	
5.0-5.4		1		
Total	25	25	29	29
Mean	3.5	3.6	2.8	2.6
S. D.	1.0	.7	.9	.8
* Minimum Final Retardation Status Expected	4.2		3.1	3.1

Table 3 shows that the 5th and 6th grade classes were 2.6 to 3.5 years retarded at the beginning of the enrichment period and from 2.6 to 3.6 years retarded at the end of the period. At the beginning of the period the students were being retarded at the rate of 5.2 to 7.2 months per school year. Little change in the amount of retardation indicates that these students achieved "normally," for they did not lose further ground as would have ordinarily been expected. In fact, during the seven months period one would have expected the students to gain a little yet show additional retardation in the amount of .7 of their yearly rate.

Observations and Conclusions

It is obvious from the data presented here that once retarded, the task of returning students to a normal academic status and growth rate may require several years of intensive work.

As was stated in the first part of this report in the January, 1964 issue of this Journal, the crucial question to be answered is "did the student grow in accord with their abilities?". The results of this report show that each of the ten classes progressed at a rate beyond the average achieve-

ment expected. Eight of the classes made normal or beyond normal academic growth. Three of the classes gained as much as one year to one year and one month during the six-plus months of the period of enrichment evaluated.

The findings also show significant change in the retardation status of the total group. The results are vivid evidence that: (1) the continuous rate of retardation in these groups was diminished; (2) that children with backgrounds and abilities like those involved in this study can and will, on the average, progress like any normal group when they are educated in an enriched and stimulating environment.

Editor's Note: This report was submitted by—Mrs. Octavia B. Knight, Director of Special Education, North Carolina College. Dr. Norman C. Johnson, Associate Professor of Education, North Carolina College

enriches experience
extends understanding
stimulates thinking
excites imagination



READING CARAVAN

Supplementary Reading Series
Primer—Grade 6

PAUL A. WITTY
MILDRED HOYT BEBELL
ALMA MOORE FREELAND

D. C. HEATH AND COMPANY

280-282 Spring Street, Atlanta 30303
Representative: J. E. Craig

LIVINGSTONE COLLEGE

Founded in 1879

FULLY-ACCREDITED - - -
CHURCH-RELATED - - - -
CO-EDUCATIONAL - - - -

FOUR-YEAR COLLEGE

Liberal Arts and Sciences, and Pre-Professional Courses.
Teacher Training, Music, Secretarial Vocations, and balanced co-curricular program.

A School of Religion Offering Training for the Christian Ministry

SUMMER SESSION JUNE 2—FALL TERM BEGINS SEPT. 8
SPECIAL READING PROBLEMS WORKSHOP

For Further Information, Write: THE REGISTRAR
S. E. DUNCAN, PRESIDENT
Salisbury, North Carolina

READING IS THE KEY

National Library Week

April 12-18, 1964

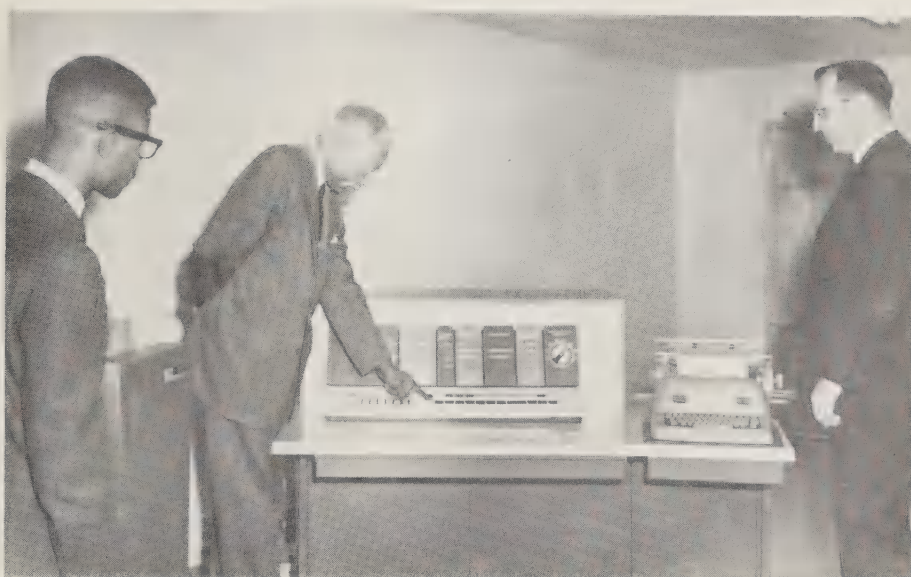
—A MATTER OF FACT—

The NEA Journal is interested in having more teachers send contributions, particularly to their "Teachers Trading Post;" Send statements for consideration (no commitments for publication can be given) in 50 to 200 words on various classroom problems you have solved, or questions which you would like to see discussed in the column.

Johnson C. Smith University

CHARLOTTE, NORTH CAROLINA

Johnson C. Smith University is an accredited co-educational four-year College of Liberal Arts which offers the B. A. and the B. S. degrees. Affiliated with the United Presbyterian Church, U. S. A., the University also has a Theological Seminary, offering the B. D. degree.



President R. P. Perry inspects IBM Electronic Computer which was recently installed.

MAJORS OFFERED

Biology, Chemistry, Economics, Elementary Education, English, Liberal Arts-Engineering, French, General Science, History, Mathematics, Music, Physical Education, Political Science, Psychology, Religious Education, Social Science and Sociology.

SIX-WEEK SUMMER SCHOOL — June 3, 1964 — July 10, 1964

R. P. Perry, President

For information, write

THE REGISTRAR

Johnson C. Smith University

Charlotte, N. C. 28208

From the Field Representative

Fred D. McNeill

These are times for confidence in your professional organizations. The NEA, ATA, NCTA, and your local associations have stepped up their programs and services.

Direct contacts with members through conferences, field work, and other means are increasing your depth of understanding and the effectiveness of our cooperation.

Through your own daily activities and service on committees, your professional spirit exemplifies professional organization. Following the national theme, "Education For Responsible Freedom," we must educate our children and fellow citizens to assume the responsibility of greater participation in decisions affecting their welfare.

Why do we ask support of unified membership? Unified membership brings increased power to associations at all levels. The full resources of all associations are available to each. All teachers benefit from the activities of their association; local, state, and national; therefore, they should support them at all levels. Unified membership upholds completely one's right to free choice. Under this plan any teacher may still choose not to join. Unified membership does not mean compulsory membership, but it does remove the conscience balm of partial membership.

Current problems of the schools and profession are so great that, daily, a unified profession becomes more urgent. We can ill afford the slowness and weakness imposed by our disunity. A profession half organized cannot successfully move against the inertia of the whole. Today's tasks require professional solidarity; we ask your support in achieving this.

It may be of interest to know that as of January 2, 1964 we had approximately 3,000 more NCTA members than the corresponding time of the previous year. We are approaching our NEA campaign goal and will probably have an all-time record high by March. Congratulations to you for these historic feats. In this crucial year, and in the next few, of social revolution, would it not be of value if your representatives could be reflecting the sentiments of 12,000 NCTA members? Better yet, we would like it to be 12,000 members of a united profession. You can be more effective as an insider with a voice and a vote than an outsider with a complaint.

Not only are we joining the mainstream of American life, we are also contributing significantly to it.

According to Norman Cousins, "education fails unless the three R's at one end of the school spectrum lead ultimately to the four P's at the other — Preparation for earning, Preparation for living, Preparation for understanding, and Preparation for participation in the problems involved in the making of a better world."

I reiterate my belief that all teachers should participate in the educational, social, economic, cultural and political affairs of their communities. Are you a member of the unified profession, and a registered voter? If not, it is time for a positive decision.

BENNETT COLLEGE

Greensboro, N. C.

DR. WILLA B. PLAYER

President

*"a distinctive
college for women"*

A Four-Year Accredited

Class "A" Liberal Arts

College

Holding full membership in the Southern Association of Colleges and Secondary Schools.

Stressing preparation for medicine, dentistry and law; for college teaching and teaching in foreign countries.

NEW OPPORTUNITIES INCLUDE PROGRAMS IN MUSIC, ECONOMICS AND RUSSIAN

**Opening Date for
Fall Semester,
September 9, 1964**

For additional information, write **DIRECTOR OF ADMISSIONS**, Bennett College, Greensboro, N. C.

CLASSROOM TEACHERS NEWS

Candidates For NCACT Offices
Serving for 2 Year Terms

Vice President:

Mrs. Juanita F. Barnette
Miss Lacy D. Marsh

President-Elect:

Miss Bertha J. Echols
Mrs. Annie E. Francis
Mrs. Margaret W. Wilson

FOR VICE PRESIDENT



Mrs. Barnette

in the Edgecombe County Teachers Association. Mrs. Barnette has attended three NEA conventions and three DCT Regional Conferences.

She is a member of the North Carolina Teachers Association, a Life member of the National Education Association and of the American Teachers Association.

In her community Mrs. Barnette is chairman of the Edgecombe County Educational Division of the United Fund, has served as President of the Mary B. Tolbert Federated Club, is leader of the Girl Scouts, and works with the 4-H Club, and Y.W.C.A.

She is a member and elder of the Mt. Pisgah Presbyterian Church. Presently, she is serving as president of the Catawba Synodical, superintendent of the Sunday School, and financial secretary and chairman of the Christian Education Committee.

FOR VICE PRESIDENT



Miss Marsh

Miss Lacy D. Marsh, a native of Siler City No. 2, is one of Chatham County's outstanding civic, religious and educational leaders.

She attended Plamer Memorial Institute in Sedalia, North Carolina, and received the B.A. Degree from Shaw University, Raleigh, and the M.A. Degree from North Carolina College, Durham, North Carolina. Miss Marsh is presently an elementary teacher at J. S. Waters Public School, Goldston, North Carolina.

Professional services include—past president and vice president of Chatham County Teachers Association; vice president of the Sixth District Congress of Parents and Teachers; a member of the Executive Committee of the local association, and a member of the Constitution Committee of the Chatham County Teachers Association and Classroom Teachers Association.

Other affiliations include membership in the National Education Association, the North Carolina Teachers Association, Chatham County Teachers Association, and Classroom Teachers Association.

In her community Miss Marsh is a member of and has served as a trustee and secretary of Gees Grove A.M.E.Z. Church.

FOR PRESIDENT-ELECT



Mrs. Echols

Mrs. Bertha J. Echols, a graduate of Bennett College, Greensboro, N. C. has been a teacher in Chatham County for twenty years. She has done further study at North Carolina College at Durham. She has served as secretary of the Chatham County Teachers Association, and is now president of the Department of Classroom Teachers of Chatham County, a position she has held for three years. She attended the NEA Convention in Detroit and the National Conference of Classroom Teachers in Indiana.

FOR PRESIDENT-ELECT



Mrs. Francis

Mrs. Annie E. Francis is a resident of Southport, North Carolina where she teaches seventh grade at Brunswick County Training School.

She is a graduate of A&T College, Greensboro, North Carolina, and received her Master's Degree from that institution. Mrs. Francis has completed further study at Howard University, Washington, D. C.

In Brunswick County she initiated and is president of the Classroom Teachers Association and has served as chairman of various professional groups and committees. An active professional and civic leader, she has annually attended State Association Conventions.

Mrs. Francis is a member of the Friendship Baptist Church and pianist of the Senior Choir.

FOR PRESIDENT-ELECT



Mrs. Wilson

Mrs. Margaret W. Wilson is a graduate of Tuskegee Institute High School and of Talladega College, where she received the Bachelor of Music Degree. From Syracuse University she received her Master's Degree in Music Education, and has completed additional study at Columbia University.

Professional experience—Since 1935 Mrs. Wilson has taught music and English in the Gaston County Schools. She was the first president of the Gaston County Classroom Teachers Association and is presently vice-president of the North Carolina Association of Classroom Teachers. She has served as District Director of the Southwestern District Association of Classroom Teachers for four years and for fifteen years has served as District Chairman of the North Carolina Music Association. In 1960 Mrs. Wilson was a member of the Elections Committee of the Department of Classroom Teachers, NEA; and in 1963 she served as a member of the Credentials Committee and of the Special Study Group, NEA. She edited *Our African Neighbors*, an NCACT publication.

Organization affiliations—A member of the unified profession, Mrs. Wilson is a Life member of NEA and the American Teachers Association. She is a member of the Ninth District Parents-Teachers Association, the National Piano Guild, and the National Association of College Women. Her civic affiliations include membership in the Alpha Kappa Alpha Sorority, and the First Congregational Christian Church of Kings Mountain.

SHAW UNIVERSITY

RALEIGH, NORTH CAROLINA — FOUNDED 1865

Approaching the Century Mark of Distinguished Service

Accredited by the Southern Association of Colleges and Secondary Schools

Ninety-nine years of Christian Higher Education

Annual Ministers' Institute, Women's Leadership Training Conference,
and Youth Camp — June 1-5, Monday through Friday

Regular University Courses offered in:

Art	Religion
Education	Science
English	Social Science
Foreign Languages	Western Civilization
Mathematics	Geography
Music	Government
Physical Education	History
Sociology	

(Others according to demand)

SUMMER SCHOOL

Six-Weeks

June 8 to July 17

Lenoir H. Cook, Director

FALL TERM BEGINS

September 10, 1964

For Information and Bulletin

Write:

THE REGISTRAR

Dr. James E. Cheek, President

FALL TERM BEGINS SEPTEMBER 20, 1964

SUMMER SCHOOL

WORKSHOPS (Three Weeks) June 8 to June 26	WORKSHOPS (Three Weeks) June 29 to July 17
Audio-Visual Education	Library Usage For Teachers
Teaching of Arithmetic	Handicrafts
Language Arts	Nutrition
Family Life	

Both offering three-quarter hours credit towards the master's degree or for certificate renewal.

SUMMER INSTITUTE IN THE HUMANITIES

June 8 to June 26 or June 29 to July 17

Offering six-quarter hours for advanced undergraduate or graduate credit.

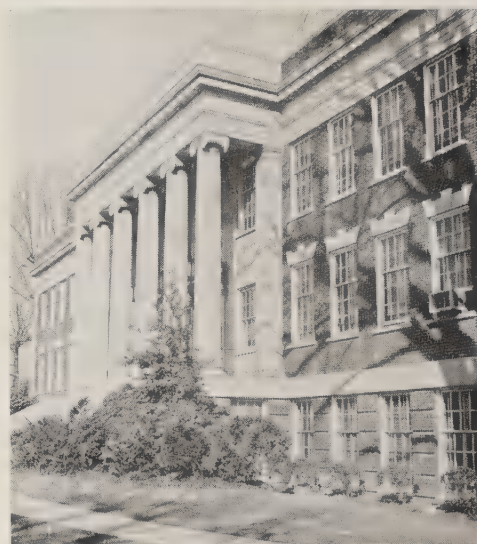
REGULAR PROGRAMS—with wide variety of undergraduate and graduate courses.

10-Week Session—June 8 to August 14

6-Week Session—June 8 to July 17

4-Week Session—July 20 to August 14

Address Inquiries to: Director of Admissions



The Agricultural and Technical College of North Carolina

Greensboro, North Carolina

Member of the Southern Association of
Colleges and Schools

NORTH CAROLINA COLLEGE AT DURHAM Durham, N. C.

THE 1964 SUMMER SCHOOL THE SIX WEEKS SESSION June 8-July 15

WORKSHOPS, INSTITUTES, CLINICS FOR THE FIRST SIX WEEKS:

Audio-Visual Education; Workshop in Psychiatric Nursing; French Language Institute; Reading Clinic and Institute for Supervisors of Reading; Institute for Supervisors in New Instructional Media; N. S. F. Institute for Teachers of Mathematics and Science

THE NINE WEEKS SESSION—June 8—August 3

1. Undergraduate courses for entering Freshmen and Upperclassmen, leading to the Degrees of Bachelor of Arts; Bachelor of Science, Bachelor of Science in Commerce; Bachelor of Science in Home Economics; Bachelor of Science in Public Health Nursing.
2. Graduate and Professional courses leading to the Degrees of Master of Arts; Master of Science; Master of Education; Master of Library Science; and to Certification.

A highly trained faculty.

A planned cultural and recreational program.

A beautiful campus in a progressive community.

SAMUEL P. MASSIE, President

CECIL L. PATTERSON,
Acting Director

For Summer School Bulletin and other information write the Acting Director, North Carolina College at Durham.

Tips for Teachers

On Film

To purchase or rent films, film strips, tapes, and handbooks write: INTERNATIONAL FILM BUREAU, INC., 332 S. Michigan Ave., Chicago, Ill. 60604.

FRANCOISE ET SON LAPIN. 10 min. A film in simple French for use in the elementary grades. Written for children with fundamental vocabulary, the film has entertaining visuals and includes a range of French basic action verbs, names of colors, and important prepositions. RENTAL: \$5.00.

AUJOURD'HUI NOUS VISITONS PARIS. 20 min. In French. This film is more than a visit to important monuments and famous districts of Paris. It shows people in action. The narrator uses the sort of vocabulary and expressions which should be familiar to a second year High School student and yet not too easy for a College student. RENTAL: \$12.00.

Bound to be Read

STATE MINIMUM - SALARY LAWS AND GOAL SCHEDULES FOR TEACHERS. Research Division, National Education Association, 1201 16th Street, N. W., Washington 6, D. C. This report provides the latest available information about current developments for teachers. State-by-state summaries of minimum salary laws and selected references on state minimum salary laws are included. 45 pp. 75c.

BLACK MAN IN THE WHITE HOUSE. Published by Macfadden—Bartell Corporation, 205 East 42 Street, New York 17, New York. A revealing diary by E. Frederic Morrow, this book is ideal supplementary reading for grades nine through twelve. It can be used in English, Civics, American History and Current Events classes. Orders per single

copy, 60c plus 10c for shipping costs.

E—QUAL—ITY EDUCATION AMONG NEGROES IN NORTH CAROLINA. This second book by H. V. Brown, retired principal of Goldsboro's Dillard High School, is designed to show the progress towards Equality of opportunity and the efforts toward Quality Education as exhibited throughout the administrations of State Superintendents of Public Instruction since reconstruction times. It offers a distinct challenge to current students as well as to educators, and should prove interesting. Publication date is set for March 14.

OUR AFRICAN NEIGHBORS. Published by the North Carolina Association of Classroom Teachers, **Our African Neighbors** is a source book of materials on African literature, music, arts and crafts for use by elementary and secondary school teachers. Edited by Margaret Welch Wilson.

Scholarships

UNIVERSITY OF OKLAHOMA. Three (possibly four) Southern Education Foundation grants are available to Negro students from the Southern region for doctoral study. Application blanks may be secured from Dr. Claude Kelley, Assistant Dean, College of Education, University of Oklahoma, Norman, Oklahoma. Applicants must present a Graduate Record Examination aptitude test score. Applications must be received prior to April 1, 1964.

Peabody College, University of Kentucky, University of Texas, University of Florida, University of Arkansas, University of Tennessee, and the University of North Carolina are also cooperating with the Southern Education Foundation in this program.

The grants are made to institutions and not individuals and the institutions are responsible for the administration of fellowship funds.

Recipients of these fellowships are at liberty to seek any other aid available.

1964 EDUCATIONAL TOUR TO EUROPE

BY CHARLES "A" LYONS, JR., *Executive Secretary*

For several years, we have endorsed Educational Travel as a means of professional improvement for our teachers. In cooperation with the American Teachers Association, a regular program of European Travel has been offered our teachers by this Association. A limited number of teachers have traveled abroad on these tours from time to time.

This year let's make our educational travel program a success! With so much interest and attention on international and world affairs, our teachers must gain a first-hand knowledge of the world and its peoples. Moreover, traveling with congenial companions will be very enjoyable and personally rewarding.

I would like just twenty-five good, top-flight representative teachers to take this tour. Reservations will go on a first-come, first-served basis. Send your request today!

The tour may be financed on the Go Now-Pay Later plan with just ten-percent down. Take up to twenty-one months to repay.

TEACHERS—COMBINE BUSINESS WITH PLEASURE!

TRAVEL IN EUROPE

WITH EDUCATIONAL ADVANTAGES

The American Teachers Association and your State Teachers Association invite you to join its 7th Annual Educational Tour of Europe. See at first-hand the ancient cultural and educational wonders of Western Civilization. Many school boards grant certificate renewals and salary increments for Educational Tours.

TRAVEL VIA AIR OR SEA

VISIT

ENGLAND — BELGIUM — GERMANY — ITALY
LIECHTENSTEIN — FRANCE — HOLLAND — MONACA
LUXEMBOURG — SWITZERLAND — AUSTRIA

Your BOAC Jet will speed you across the Atlantic to exciting places. Visit the Shakespeare Country, cruise the Rhine River by steamer. A gondola ride in Venice, the Vatican City in Rome, and the myriad highlights of Paris await your arrival.

TWO DEPARTURES

BOAT Leave New York City July 3—Return August 7
or Leave New York City July 17—Return August 27
AIR Leave New York City July 10—Return August 7
or Leave New York City July 21—Return August 18

TOTAL INCLUSIVE COST FROM \$895.00

\$100.00 DEPOSIT REQUIRED TO HOLD RESERVATIONS

OPTIONAL 10-DAY EXTENSION TOUR OF AFRICA

GO NOW — PAY LATER

Travel Arrangements by
HENDERSON TRAVEL SERVICE
931 Hunter Street, N. W.
Atlanta, Georgia 30314

COMPLETE COUPON FOR DETAILS

Please register me for Teachers European Tour.

I enclose deposit Expect my deposit
by date.

Preferred mode of travel Air Boat

Preferred Departure Date

I am am not interested in Go Now-Pay Later
Plan.

Name Telephone

Street

City State Zip Code.....

Return Coupon and get additional information from:
Office of your State Executive Secretary
or Henderson Travel Service

WELCOME N. C. T. A. MEMBERS AND FRIENDS

Webster and Hicks

Grade "A"

PARKWAY GRILL

Corner East Edenton and Idlewild Avenue
(One Block North of New Bern Avenue)

—NEAR ST. AUGUSTINE'S COLLEGE—

HOME COOKED FOODS

Specializing in

STEAKS & SEAFOOD DINNERS

CHICKEN - IN - THE - BASKET
VARIETY OF SANDWICHES — PIES
SOFT DRINKS — ICE CREAM

Open 7:00 A.M. Until

Phone TE 2-9280

THE LAST WORD

Convention, (kən ven' shən),
a meeting for some purpose.
Your convention will be a time
for reviewing old laws, making
new resolutions, listening, speak-
ing, debating; a time for contro-
versy, compromise, and common
consent—all toward some pur-
pose, stated, though not fulfilled
in any convention hall by any
General Assembly. Only through
the individual teacher can the
good that *was* remain so, and the
best that *can be*, become so.
Should you, therefore, complain
about what might have been, you
complain about your own inacti-
vity.

"... Of all sad words of tongue
or pen,

The saddest are these:
'What might have been.'"

From Maud Muller

I wish you success!

Barbara J. Hankins

The North Carolina Teachers Association Credit Union

PURPOSE OF THE CREDIT UNION

To Serve As A Savings and Loan Institution For The 12,000 Teachers Affiliated With NC TA. Not for profit, not for charity, but for service to the teaching profession.

GOAL

Our immediate goal is 1,000 members and \$50,000.00 operating capital through our share-a-month plan. Save at least \$5.00 a month with us between now and June, 1964 and borrow from yourselves during the summer.

If you qualify, you may borrow the maximum amount on May 11, 1964 and begin to repay the loan on September 28, 1964. All successful loan applicants will be expected to save a share a month and be prompt with their loan payments.

Does your school or local unit have at least 10 members willing to participate now? Let us strive for financial security. Join Now!

DIVIDENDS

The Board of Directors will declare an annual dividend.

Audit

The financial records of the North Carolina Teachers Association Credit Union shall be audited quarterly by the Supervisory Committee and annually by the Credit Union Division of the State of North Carolina.

ELIGIBILITY

All NCTA members who are also NCTA Credit Union Members are eligible to borrow the maximum (\$300.00) from the Credit union. It is very likely that the loan limit will be extended as the membership and operating capital grow.

Normally, it takes our Credit Committee ten days to process loan applications. We can process your loan application in less time if, in your first request, you will state the amount of money desired, the date on which you would like your first payment to fall due, one active bank reference and two other active references. All spaces denoted by an X should be filled in on the two forms, the loan contract and supplementary form.

COST

Shares are \$5.00 each and the joining fee is 25¢. Make all checks payable to the NCTA CREDIT UNION.

ORGANIZATION

No member of the Board of Directors, the Credit Union or the Supervisory Committee may be paid a salary. Credit Union Laws permit only the Secretary-Treasurer to be paid a nominal sum. He is serving now without pay. He is also a member of the NCTA Headquarters Staff. THE SECRETARY-TREASURER IS BONDED AND THE ONLY AUTHORIZED PERSON TO HANDLE MONEY FOR THE CREDIT UNION.

Headquarters

CREDIT UNION OFFICE WILL BE IN THE NCTA HEADQUARTERS BUILDING IN RALEIGH, NORTH CAROLINA.

All checks for shares and joining fees should be sent to:

Mr. F. D. McNeill, Secretary-Treasurer

N. C. T. A. Credit Union

125 E. Hargett Street

Raleigh, North Carolina

Application Blank

Name Home Address

Mailing Address

Teaching Position School

Location Social Security No.

Number of shares (\$5.00 each) Total

Joining Fee \$0.25 Total amount submitted

District Local Unit

Date Signature

Puritron® keeps your kitchen clear of odors, smoke, grease electronically— no vents or exhaust fan!

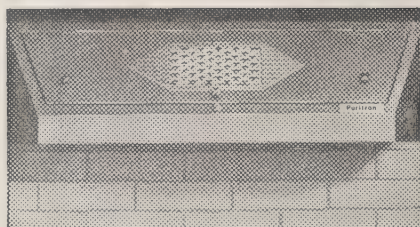
Either the Puritron Range Hood or portable models will make your kitchen the cleanest, most refreshing room in the house.

Puritron portables can be carried to any room—den, nursery, bedroom—for the removal of odors, smoke, and dust.

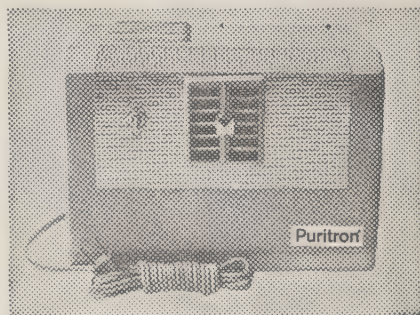
For a permanent installation our Range Hood can't be beat—no installation costs—no outside vents—cook anything your heart desires without annoying smoke, odors or grease.

There are Puritron models for any room in the house. Portables start at \$39.95; Range Hoods start at \$79.95.

It does all that we say it does, or your money back!



The Puritron Range Hood



The Portable Puritron

CAPITAL PRINTING COMPANY

110 WEST HARGETT STREET

RALEIGH, N. C.

TELEPHONE—TE 2-8316

Serials, Exchange
Library of North Carolina
Chapel Hill, N. C.

SEATTLE

1964 NEA Convention





CONSOLIDATE YOUR ORDERS

*... and save
time, money,
office detail*

Consolidate your orders for all titles and the one shipment from us will save you the difference in transportation from Raleigh to your address against the cost of transportation from several different points of shipment of much greater distance.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK
If it's used in North Carolina — We have it!

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.
Globe Book Co.

Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.
Lyons & Carnahan

McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.
Scott, Foresman and Co.

Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Bichard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

FIFTY-THREE YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1964

North Carolina
SCHOOL BOOK DEPOSITORY
INCORPORATED

811 W. Hargett Street Telephone TEmple 2-3321 Raleigh, N.C.



Sandra Young, Miss Bahamas 1963, chats with Police Supt. E. J. Bryan and Supt. Albert Miller.

WHERE THE FUN IS!

NASSAU IN THE BAHAMAS

Nassau is for fun-loving vacationers! There's something doing every minute: all your favourite land and water sports...sightseeing...shopping for European imports...and exciting night life that moves to a Bahamian calypso beat! Only 30 minutes by air, overnight by ship, from Florida. No passports required for U.S. and Canadian citizens, but proof of citizenship recommended.

BAHAMAS MINISTRY OF TOURISM
Dept. 351 S.E. 2nd St., Miami, Florida 33131
Please send your free Nassau vacation folder to:

Name.....
Address.....
City..... State..... Zip.....

N. C. T. A. OFFICERS

BOARD OF DIRECTORS

General Officers

Lafayette Parker, President Winston-Salem
W. G. Byers, Vice President Charlotte
N. H. Harris, Treasurer Raleigh
Mrs. Geneva J. Bowe, Recording Secretary
Murfreesboro

Special Officers

W. R. Collins, Immediate Past President Smithfield
Mrs. Juanita M. Corbin, President, Association
of Classroom Teachers Bolton
John H. Lucas, State NEA Director Durham
Mrs. Elizabeth D. Koontz, Vice President,
NEA Department of Classroom Teachers Salisbury

District Presidents

Coastal Plain A. D. Smith, Dover
East Piedmont J. R. Barnes, Manson
North Central L. H. Mosley, Gumberry
Northeastern A. R. Bowe, Murfreesboro
Piedmont C. H. Coleman, Reidsville
Southeastern J. A. Brown, Lillington
Southwestern J. A. Clarke, Charlotte
Western L. R. Campbell, Statesville

Elected Members

M. L. DeVane, 1964
E. M. Holley, 1964
T. M. Ringer, 1964
W. M. McNeill, 1965 (deceased)
Mrs. Jettie D. Morrison, 1965
Miss Edna S. Smallwood, 1965
O. N. Freeman, 1966
J. H. Twitty, 1966
King A. William, 1966

DISTRICT MEETINGS

NORTH CAROLINA TEACHERS ASSOCIATION SCHEDULE OF 1964 DISTRICT MEETINGS

Southwestern District

October 6—Highland High School—Gastonia, N. C.

East Piedmont District

October 9—Garner Consolidated School—Garner, N. C.

Piedmont District

October 14—Dudley High School—Greensboro, N. C.

Western District

October 16—Livingstone College—Salisbury, N. C.

Coastal Plain District

October 23—Atkins Sr. High School—Kinston, N. C.

North Central District

November 6—Patillo High School—Tarboro, N. C.

Northeastern District

November 13—Elizabeth City State College—Elizabeth City, N. C.

Southeastern District

November 20—Fayetteville State College—Fayetteville, N. C.

ANNUAL CONVENTION DATE APRIL 8-10, 1965 Raleigh Memorial Auditorium

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Juanita M. Corbin, Bolton

A. Department of Elementary Teachers—Mrs. Melissa N. Leitao, Kinston

1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie

B. Department of Secondary Teachers—Robert W. Boley, New Bern

1. Section of English Teachers—C. C. Lipscomb, Raleigh
2. Section of Foreign Language Teachers—Ann Bowers, Charlotte
3. Section of Social Science Teachers—Quinton K. Wall, Smithfield
4. Section of Mathematics & Science Teachers—Clarence S. Newsome, Ahoskie

C. Department of Teachers of Exceptional Children—Miss Lena Branch, Mount Olive

D. Department of Retired Teachers—L. H. Hall, Salisbury (deceased)

Division of Specialized Education—G. L. Foxwell, Raleigh

A. Department of Home Economics Teachers—Mrs. Eloise Branch, Raleigh

B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw

1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville

D. Department of Music Teachers—Mrs. E. M. M. Kelly, Raleigh

E. Department of Health & Physical Education Teachers, Henry Eily, Roxboro

F. Department of Business Education Teachers—J. V. Turner, Durham

G. Department of Extension Education—(Unreported)

H. Department of Librarians—Alvise DeVane, Raleigh

- I. Department of Guidance—Mrs. Edythe R. Tweedy, Rocky Mount
- J. Department of Bible Teachers—Mrs. Eva L. Merritt, Durham
- K. Department of Art Teachers—Mrs. Helen W. Daniels, Durham
- L. Department of Audio Visual Aids—J. C. Duncan, Yanceyville

Division of School Administrators and Supervisors—E. M. Holley, Sanford

A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh

B. Department of Principals—S. B. T. Easterling, Ellerbe

1. Section of Elementary Principals—E. E. Tysor, Mebane
2. Section of High School Principals—N. G. Perry, Thomasville
3. Section of Junior High School Principals—O. F. Hudson, High Point
4. National Association of Secondary School Principals—Dr. S. O. Jones, Salisbury
5. National Association of Elementary School Principals—A. C. Crowder, Goldsboro
6. Association of Supervision and Curriculum Development—Alice Green, Wilson

Division of Higher Education—L. H. Robinson, Greensboro

A. Department of Administration (Unreported)

B. Department of Instruction—Charles A. Ray, Durham

C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Fred D. McNeil, Field Representative and Credit Union Secretary-Treasurer

Mrs. Edna C. Richards, Executive Secretary, Classroom Teachers
Mrs. Barbara H. Douyon, Coordinator of Publications, Public Relations and Research

Mrs. Della P. Perry, Bookkeeper

Mrs. Patricia A. Jones, Secretary to the Executive Secretary
Miss Tabitha Pettiford, Secretary-Stenographer

Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers

CHARLES "A" LYONS, JR.
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Tolliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER
CONVENTION PANORAMA--
The Space Needle marks the site of the 1964 convention of the National Education Association at Seattle, Washington. Mt. Rainier overlooks the scene while the towers of Seattle arise on the left.
—NEA Press Photo

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXIV

MAY, 1964

NUMBER 3

CONTENTS

	Page
Special Features	
NEA Convention News	6
Proceedings of the 83rd Annual Convention	7
"Libby" Koontz	14
Adopted Resolutions	16
Adopted Budget—1964-65	20
Motions Carried	22
"A Teacher Asks—" by W. T. Johnson	28

General

Editorial	4
From the Editors Desk	5
Tips for Teachers	13
Classroom Teachers News	25
From the Field Representative	26

Advertisers

North Carolina School Book Depository	Inside Front Cover
Nassua in the Bahamas	1
Teachers Loan Service	5
Rocky Mount News Agency	12
Camp Dorothy Walls	21
NCTA Credit Union	Inside Back Cover
Coca-Cola Bottling Company	Back Cover

Equality Of Opportunity Without Excuse

The late President John F. Kennedy once stated that "the Negro baby born in America today has about one-half as much chance of completing high school as a white baby, born in the same place, on the same day; one-third as much chance of completing college; one-third as much a chance of becoming a professional man; twice as much chance of becoming unemployed." This is a sad commentary on the "world's greatest democracy" in 1964.

The implications for education and for educators in North Carolina and the nation are clear. We must do more to make equality of opportunity a reality in our society or suffer the consequences.

John H. Fischer, President of Columbia University Teachers College stated recently that "every Negro child is the victim of the history of his race in this country. On the day he enters kindergarten, he carries a burden no white child can ever know, no matter what other handicaps or disabilities he may suffer." Neither the war on poverty nor the concept of equality education will have much meaning as long as the present conditions prevail.

Our guest editorial this month is an excerpt from an article in the May, 1964 issue of the Michigan **Education Journal** by LeRoy Cappaert, Principal, Ann Arbor Pattengill School.

WHAT IS INTEGRATION?

The dictionary defines the verb "to integrate" as "to make whole." I suggest that we regard the integration of the Negro and the white as the making of a hole new culture by the combination and adaptation of two pre-existing cultures. It is doubtful that many people are using the words "to integrate" as being synonymous with "to make

whole."

It is most likely that many who speak of integration are in reality talking about "assimilation." With assimilation we are talking about the rapid absorption of the Negro and the complete loss of his identity. When advocated, it usually is with the implication that those qualities that make up the Negro should be pushed aside as valueless while the individual Negro conforms to behavior patterns approved by the white man. The white dictates the terms. We deny any cultural or historical tradition. Of course, such a view would be rapidly rejected by the Negro in the United States, and rightly so. Integration is the only long-range goal worth pursuit. We again, however, may turn to the fundamental question of how best to pursue this goal in education.

First and foremost, educators must educate themselves. In our self-education, the profession needs to be acquainted with the literature available. Books such as **Desegregation and the Law** by Blaustein and Ferguson, **Tender Warriors** by Sterling, **The Negro and The Schools** by Ashmore, **The Rainbow Sign** by Lomax, **Let's Be Human** by Fleischman, **The Negro Question** by Turner, **A Southern Moderate Speaks** by Brooks Hays, **The Fire Next Time** by Baldwin, **The South and the Southerner** by Ralph McGill, and many others should be read by educators. Periodicals yield a wealth of material and we should extend our reading beyond the popular periodicals. A most yond professional literature and provocative periodical is the 1957 pamphlet of The Group for the Advancement of Psychiatry on "The Psychological Aspects of Desegregation." Search your library for material such as "The Negro History Bulletin" (the October 1962 issue is a special issue devoted to Detroit writers.) The June, 1963, issue

of **College of Education Bulletin** at Ohio State University provides interesting information on inter-group relations. These suggestions are but a beginning. We urge children to read; we should read.

WHAT WE NEED TO DO

We must critically review our textbooks and other curriculum materials that have prejudice in their content. We should demand of the publishers that they give more adequate treatment to inter-group relations.

In our personal and professional contacts we must openly criticize false generalizations about racial, national, and ethnic groups. Stereotypes are based upon fallacious logic and they encourage non-rational thought.

Teachers and administrators must not permit the racial question to be the sole burden of the school boards. Educators must seek information in their local communities and suggest programs of correction. We must not permit "the Negro problem" to remain a Negro problem, but should welcome the revolution of the sixties as a challenge to re-examine the goals of American education.

If we believe in the equality of man regardless of race, religion, or national origin, we must say so in public and in private.

If we give only lip-service to constitutional rights of equality and do not act, we injure all mankind. If we acknowledge the problems of segregation but hope for solutions elsewhere, we injure all mankind. If we desegregate by law but not by heart and mind, we injure all mankind. Professionally and personally we need to have answers to what happens after we desegregate.

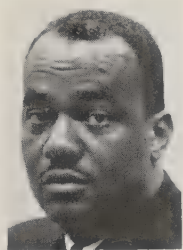
We should be mindful of the poetic sentiment of the Detroit

(Continued on Page 20)

From The Editor's Desk

NEWS BRIEFS

ETHRIDGE TO SERVE PR&R



The NEA Commission on Professional Rights and Responsibilities has announced the appointment of Samuel B. Ethridge to the position of Assistant Secretary for Field Studies. In this position Mr. Ethridge's responsibilities will include participation in field studies, special projects and investigations of the Commission, and assistance in the solution of school problems involving intergroup relations. He will also serve as consultant to local and state associations on specific areas of responsibilities.

A native of Alabama, Samuel Ethridge is recent Director of Region V of the United Negro College Fund, and has served as a teacher and school administrator in Alabama.

CONTINUING CONTRACTS IN GOLDSBORO

The Goldsboro Board of Education has adopted a policy of continuing contracts for its teachers. The policy reads in part: "Beginning the oncoming year teachers will be on continuing contract basis. All new teachers will be on a two (2) year probationary period. After that period they will be on a continuing contract basis."

Superintendent of Goldsboro City Schools, N. H. Shope, and the Goldsboro Board of Education are to be commended for this forward action.

The North Carolina Teachers Association in its recently adopted resolutions has endorsed "legislation to the next North Carolina General Assembly to provide continuing teacher contracts and tenure" for teachers on a state-wide basis.

AEA DISASTER RELIEF FUND

The Alaska Education Association is dispensing emergency relief financial assistance to families of deceased teachers and to those displaced and in dire need, as a result of the recent earthquake disaster. Many teachers, local units, and associations have expressed the desire to assist in this relief drive. The AEA is asking that those who wish to contribute send their contributions marked AEA DISASTER RELIEF FUND to the Office of the Executive Secretary, Seward Building, Juneau, Alaska 99801. The name of the donor should be clearly indicated. Those monies not dispensed through the fund will be returned to the donor.

HIGH SCHOOL YOUTH WINS SCHOLARSHIP



Shown here is Miss Ollie P. Hinson, an Anderson High School senior who was one of four 1964 state winners of the E. E. Carter Scholarship, announced in conjunction with the close of the North Carolina Teachers Association Convention.

Miss Hinson will receive a \$250.00 scholarship to the North Carolina college of her choice. She plans to pursue a medical career, and intends to study Nursing Education at A & T College or State College in Winston-Salem.

Other state winners are Miss Leslie McCombs, Needham Broughton High School, Raleigh; Miss Tina Jean Hager, Mooresville Senior High School, Mooresville; and Charles Logan, Crest High School, Boiling Springs.

GOINGS ON

May 16—Hammocks Beach: the date for the NCTA'S Annual Pilgrimage to the Hammocks. A roll call of units, a display of proposed plans for the Hammocks development, and the unveiling of an oil portrait of Dr. Sharpe highlighted the one-day Pilgrimage.

Aug. 13-16—The Annual NC-TA-NEA Leadership Conference will also be held at the Hammocks in August. Plan now to enjoy the facilities of the Beach on both occasions.

July 26-28—ATA Convention. The American Teachers Association will hold its 61st Annual Convention this year in Atlanta, Georgia. President J. Rupert Piccott and Executive Secretary, J. T. Brooks are anticipating a large attendance. The 1964 Convention theme is "Education: Freedom's Tool" Make plans now to attend.

September 21-May 23 — National Science Foundation In-Service Institute on P. S. S. C. Physics for High School Teachers of Physics. Shaw University, Raleigh—6 semester hours of credit—for application forms write: Professor George Thomas, Sr., Dept of Mathematics and Physics, Box 10, Shaw University, Raleigh, N. C.

TEACHERS! BORROW \$50 to \$300 BY MAIL

Quick! - Easy! - Private!

Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home **BY MAIL** on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

TEACHERS LOAN SERVICE, Dept. F
BRUNDIDGE, ALABAMA

Name

Address

City

State

YES, WE GOT TWO LETTERS

I want to express my sincere appreciation to all of you across the state who worked so diligently for my success in the recent campaign election for state officers of our Association. Without your help success would not have been possible, and I am very grateful.

I saw many of you while in Raleigh and I was able to say "thank you" personally. It made me very warm and happy, and humble, to realize that so many of you had worked in my behalf. If you were not in Raleigh, please imagine that I am shaking your hand, or hugging you, or even "smacking your cheek" to say thank you!

It is my hope that I can be of real service and fulfill most expectations. To do this your cooperation and help will be needed all along the way.

You can count on me to do my best. May I count on you?

Sincerely yours,
Lucille P. Burton

Dear Dean Parker:

Please accept my congratulations for a very successful tenure of office. I share the opinion of many who feel that much growth was realized under your dynamic leadership. Albeit, many future long-desired realities will stem directly from the wonderful teamwork which was manifested between the two top leaders of the Organization. The last two Annual Conventions bespeak this fact.

Best wishes for continued success.

Sincerely yours,
Alice Green
Immediate Past Chairman
Department of Supervisors,
NCTA

NEA CONVENTION NEWS

DATE—June 28 through July 3, 1964

PLACE—Seattle, Washington

MAKE YOUR RESERVATIONS NOW—

Each NEA delegate is responsible for his own housing at the Convention. Do not wait until you arrive in Seattle and hope to find suitable accommodations. For Housing write to:

NEA Housing Bureau
c/o Seattle Convention & Tourist Bureau
215 Columbia Street
Seattle 4, Washington

See your February, 1964 NEA Journal for official application forms.

GET YOUR CREDENTIALS EARLY—

Credentials will be mailed in packets to Local unit presidents from NEA. Packets will include also, credentials for Classroom Teachers. For detailed information concerning delegate credentials, write to:

Mr. Raymond K. Butler, Jr., Director
Division of Records,
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

If for some reason a local unit will not be sending its quota of delegates, please contact your NCTA Headquarters so that individuals attending the convention on their own may carry credentials.

NEA DELEGATE ORIENTATION CONFERENCE

The second Annual Orientation Conference of NEA delegates from North Carolina will be held on Saturday, June 13, 1964 in Raleigh. There will be a morning and afternoon session as follows:

1. All NCTA-NEA delegates will meet at 10:00 A.M. in the West Campus Auditorium at Shaw University.
2. NCTA and NCEA-NEA delegates will meet in joint session at 1:30 P.M. in the NCEA Center Auditorium, 111 West Morgan Street, Raleigh.

Plan to attend.

TRANSPORTATION

Each delegate must arrange his own transportation. Those having reserved seats in the NCTA sponsored buses are asked to check your departure time and arrive in Raleigh well in advance.

Proceedings of the 83rd Annual Convention

RALEIGH, NORTH CAROLINA

MARCH 19-21, 1964

CONVENTION THEME:

"Education for Responsible Freedom"

FIRST GENERAL SESSION

Thursday, March 19, 1964

6:00 P. M.

William Neal Reynolds Coliseum

PRESIDING:

Dr. Lafayette Parker
President, NCTA

The First General Session was opened by singing the National Anthem led by Mr. Clyde Appleton, Instructor of music, Shaw University.

Leotha Debnam of Boy Scout Troop 52 led the Pledge of Allegiance, which was followed by the invocation by Mr. W. G. Byers, Vice President, NCTA.

Mr. Rex Jarrell, Representative of the Peace Corps, North Carolina State of the University of North Carolina of Raleigh, called to our attention the following items concerning the Peace Corps:

1. Must be a United States citizen.
2. Must be 18 years of age. (There is no upper age limit).
3. Married couples are eligible if both qualify and they have no dependent children.
4. Intensive training is provided volunteers both in the United States and in the host countries.
5. Can receive graduate credits for training which can be transferred to the college of your choice.
6. Assignment to a country is for two year.
7. When term expires you receive eighteen hundred dollars (\$1,800.00). If married, it will be doubled.
8. You are encouraged to travel in the area in which you are located.

9. Your service in the Peace Corps will give you a better understanding of the people of the world, which will enable you to become a better teacher.

10. Colleges and Universities offer scholarships to Peace Corps workers when they return to the states.

Mr. Jarrell encouraged us to consider joining the Peace Corps.

NECROLOGY REPORT

The delegate assembly paused to pay tribute to those dedicated NCTA members who had departed this life since our last Convention. As Mrs. Dorothy Curtis read the names of those persons deceased, very impressive music was played. Mrs. Curtis ended the ceremony with an appropriate prayer.

PRESENTATION OF BOARD MEMBERS AND CHAIRMEN OF COMMITTEES

After introductory remarks by Dr. Lafayette Parker, President, NCTA, he presented to the Delegate Assembly the Board members and chairmen of the various NCTA Committees.

Dr. Charles Lyons extended greetings to the NCTA Delegate Assembly and welcomed the delegates to the city of Raleigh. He asked us to look at our association in a new light as we consider the problems and challenges we face. He urged us to seriously consider the importance of our business sessions.

He discussed the meetings to be held on Friday, March 20, 1964, emphasizing the fact that meetings could not run over time because classes are scheduled at specific hours.

Dr. Lyons called to our attention the door prizes, given by the merchants of Raleigh, for persons with the lucky numbers.



Executive Secretary, Dr. Lyons, and newly elected officers and Board Members of NCTA and NCACT. From left to right are: Dr. Lyons, Dr. S. E. Duncan, President; Mr. M. M. Daniels, Vice President; Mrs. G. J. Bowe, Secretary; Dr. N. H. Harris, Treasurer; Mrs. Margaret W. Wilson, President-Elect, NCACT; Mrs. L. B. Daniel, Dr. S. O. Jones, Mrs. Lucille Burton, Board of Directors, NCTA; and Mrs. Juanita F. Barnett, Vice President, NCACT.

REPORT OF RULES COMMITTEE

Mr. Carl Harris gave the report of the Convention Rules Committee. In the report Mr. Harris stated the rules by which the Delegate Assembly might be governed. The Report was adopted.

CREDENTIALS COMMITTEE

The report of the Credentials Committee was given by Mrs. Audrey G. Robinson, Chairman. She stated the hours for registering during the Convention, and informed us that 803 delegates had registered prior to the First General Session.

REPORT OF THE BOARD OF DIRECTORS

Mrs. Geneva J. Bowe, Secretary of the NCTA gave the report of the Board of Directors. The following recommendations were made by the Board:

1. The Board of Directors recommends the adoption of the following statement as the official position of the North Carolina Teachers Association on the merger of professional associations:

The North Carolina Teachers Association believes implicitly in the principle of equal opportunities for all people without regard to race, creed, or color and will work unceasingly to achieve this objective for its members.

The North Carolina Teachers Association has now and has had over the years an open door policy, accepting members of the teaching profession without regard to race. The North Carolina Teachers Association is now an integrated organization with several white members and others are free to join at will, without prejudice.

True integration, however, does not come about through unilateral action but through mutual interaction. Integration based on expediency and mere toleration, rather than acceptance of people for their own worth as human beings, is not only transparent but hypocritical.

This assembly supports the principle of seeking means of finding common principles on the basis of which all of the professional education personnel of North Carolina can be unified into one professional organization. We are just as emphatic, however, in our insistence that this cannot be accomplished through the unilateral action of either of the present state associations at the expense of the other. Neither association should expect or insist that the other association should agree to its abolition and have its members enter the remaining association as individuals.

Any coming together of the two associations in North Carolina must be as a result of negotiation at the highest level by the leaders of the two associations. If a true merger and true integration of all professional educators in North Carolina is to take place, the basic principles govern-

ing such an undertaking must be mutually and jointly determined.

We welcome the impending action of the North Carolina Education Association designed to remove from its constitution provisions restricting membership by race. Such action is an important pre-condition to any talks on merger.

We call upon the Board of Directors of the North Carolina Teachers Association and the North Carolina Education Association to meet in joint session at a mutually convenient time and place to begin to explore possible avenues of approach to a merger of the two associations. The Board of Directors of the North Carolina Teachers Association is hereby authorized to meet with the Board of Directors of the North Carolina Education Association to make such exploration consistent with the principle of "merger and integration." The NCTA Board of Directors is directed by this assembly to make a progress report, with pertinent recommendations, to the 1965 Delegate Assembly.

2. The Board recommends the adoption of the proposed revised constitution as presented by the Constitution Committee.

3. The Board recommends that the annual fee of the North Carolina Teachers Association remain at ten dollars (\$10.00).

4. The Board recommends to the NCTA Delegate Assembly the adoption of the budget as arranged and presented by the Budget and Finance Committee.

5. The Board recommends the acceptance of the report by the Building Committee and recommends that further action be taken at our Annual NCTA Convention in 1965. The Board further recommends that the proposed building program be an integral part of next year's program in each district and each local unit for the purposes of study and recommendation.

6. The Board recommends the adoption of the proposed resolutions for 1964-1965 as presented by the Resolutions Committee.

7. The Board recommends the adoption of the Code of Ethics of the Education Profession, as presented by the NEA Ethics Committee, which was studied and approved by the majority of NCTA locals.

8. The NCTA Board of Directors endorses the Tax-Sheltered Annuity Investment Plan in principle. The Board suggest, however, that each teacher consider the following factors before entering into a contract for Tax-Sheltered Annuities:

1. Level of income
2. Current financial obligations
3. Length of time on the job
4. Whether or not you plan to live indefinitely in North Carolina

9. The Board strongly recommends the adoption of the "Unified Membership Plan."

10. The Board of Directors recommends that the 1965 Annual NCTA Convention of the North Carolina Teachers Association be held in Raleigh, North Carolina on Thursday, Friday and Saturday, April 8-10, 1965, at the Raleigh Memorial Auditorium.

SPECIFIC PROPOSALS OF LIAISON COMMITTEE

Mrs. Elizabeth D. Koontz gave the specific proposals of the Liaison Committee for information. They are as follows:

1. The leaders and members of the North Carolina Teachers Association believe that the basis of attack on the dual association question in North Carolina should be "merger and integration" rather than "absorption and abolition."

2. Any coming together of the two associations in North Carolina must be as a result of negotiation at the highest level by the leaders of both associations, who should participate in the making of the ground rules which determine the terms of merger.

3. It is our belief that the removal of the racially restrictive clause from a state association's constitution constitutes only a first step. This merely creates the environment in which serious talk about merger might take place.

4. We believe that local option can be effective only within the framework of a specific overall state policy. We, therefore, feel that consideration of local option should be held in abeyance until a state policy acceptable to the two associations has been agreed upon. The following additional recommendations are made regarding representation and action at all three levels:

A. National Level

1. That the present practice of having one NCTA member serve as an NEA Director be continued.
2. That the NEA Resolutions Committee include one person from the NCTA since each state is now entitled to as many members as it has NEA Directors.
3. That provisions be established whereby present NCTA members will be fairly represented on all NEA committees when a state is asked to recommend.

B. State Level

1. That we set a time period of one to three years of progressive action looking toward a full merger not later than 1966.
2. That the reconstituted Board of Directors, initially, be a composite of the total membership of the NCEA and NCTA Boards of Directors.

3. That the Board of Directors of the composite organization, resulting from merger, be a reconstituted board assuring representation of the smaller merged organization commensurate with membership.
4. That the staffs of both associations be retained in the merger and that positions and salaries in the new organization be determined on the basis of training, experience, efficiency and present position.
5. That for a period of time, at least, consideration be given to alternate service in certain state offices be assured leaders of the smaller merged organization.

C. Local Level

1. That guidelines for district and local associations be similar to those at the state level.
2. That we make maximum use of consultative committees, human relations and other type work shops to facilitate our efforts.
3. That in the initial stages the NCEA and NCTA sponsor cooperatively with local affiliates meetings, workshops, seminars, and other activities in the field of inter-group and human relations to facilitate communication and thus, help to break down existing barriers.
4. To work with NCTA and NEA local affiliates and grant them local option with regard to a time table for the consummation of merger, but only within the framework of an agreed upon state policy.

REPORT OF THE BUDGET AND FINANCE COMMITTEE

The report of the Budget and Finance Committee was given by Mr. W. A. Foster, Chairman. The budget was adopted.

RESOLUTIONS

The report of the Resolutions Committee was made by Mr. J. L. Johnson, and adopted by the Delegate Assembly.

Four independent resolutions were read from the floor and presented to the Resolutions Committee for consideration.

NCTA-NCEA DELEGATE ORIENTATION REPORT

The Delegate Orientation report was given by Mr. J. H. Lucas. In his report he stated that the tentative date for the "Delegate Orientation" for the NEA Convention in Seattle, Washington is

April 25, 1964 in Raleigh. All NEA delegates, state and local, are urged to attend the Delegate Orientation meeting. Complete details will be given following a final conference of NCTA and NCEA officials.

Chartered buses according to need will be provided as a NCTA service to NCTA-NEA delegates and attending members. Members desiring this service should contact NCTA headquarters.

HAMMOCKS REPORT

Dr. Rudolph Jones, Chairman of the Hammocks Promotion and Operations Committee stated that the Hammocks is of little value to us unless we develop it. He encouraged us to attend the Hammocks Pilgrimage on Saturday, May 16, 1964. At that time there will be a roll call by districts to solicit money for capital improvement.

TREASURER'S REPORT

The Treasurer's report was given by Dr. N. H. Harris for information. Copies of his report were distributed to the Delegate Assembly. No action was taken on his report.

CONSTITUTION AND BY-LAWS

The report of the Constitution and By-Laws Committee was given by Mrs. Ida Duncan to be acted upon on Friday, March 20, 1964 at 7:45 A.M. After several points for clarification were given, the report was received.

BUILDING COMMITTEE

The report of the building committee was given by Mr. S. C. Smith. The committee recommended that the Delegate Assembly look with favor upon the principle of constructing a new building on the present site.

The committee further recommended that the Building Committee in cooperation with sub-divisions of the NCTA do a thorough one-year study on the needs, size and type of building and propose methods of financing the project. The report was received. After announcements the First General Session adjourned.

SECOND GENERAL SESSION

Friday, March 20, 1964
7:45 A. M.
William Neal Reynolds Coliseum

PRESIDING:

Dr. Lafayette Parker
President, NCTA

LEGISLATIVE REPORT

The report of the Legislative Committee was made by Dr. F. G. Shipman, Chairman. He dis-

tributed copies of his report prior to the Delegate Assembly for study.

Dr. Shipman stated that copies of the Legislative Committee's report had been sent to State Senator John Jordan and to the State Board of Education.

PROPOSED REVISED CONSTITUTION

The proposed revised constitution was presented at the First General Session on Thursday, March 19, 1964.

All proposed revisions in the constitution were adopted, with the following exceptions:

Article III, Section 1, and all Articles germane to Section 1 were rejected. (General Officers).

Article IX was nullified. (Election Committee).

All other Articles in the proposed revised constitution remain the same.

REPORT OF THE ELECTIONS COMMITTEE

Mr. A. H. Peeler, Chairman, gave the report of the Elections Committee.

The election results for candidates listed on the ballots are as follows:

President:

Dr. S. E. Duncan	6753
Mr. W. G. Byers	3826

Vice President:

Mr. E. M. Holly	4227
Mr. M. M. Daniels	6375

Treasurer:

Mr. H. K. Griggs	2285
Dr. N. K. Harris	8045

Recording Secretary:

Mrs. Edythe Tweedy	5163
Mrs. Geneva J. Bowe	5374

Board of Directors:

Mr. J. W. Broadhurst	3981
Mrs. L. B. Daniel	6243
Mr. G. A. Page	3810
Mrs. Lucille Burton	5112
Mr. R. S. Cooper	4492
Dr. S. O. Jones	6069

The following persons were elected to the offices indicated:

President: Dr. S. E. Duncan
Vice President: Mr. M. M. Daniels
Recording Secretary: Mrs. Geneva J. Bowe
Treasurer: Dr. N. H. Harris
Board of Directors: Mrs. L. B. Daniel
Dr. S. O. Jones
Mrs. Lucille Burton

The committee made the following recommendations to the Delegate Assembly:

1. To improve the efficiency of committee operations, the deadline for submission of ballots

should be moved to a date 30 days prior to the annual meeting of the Association.

2. Each unit should exercise the greatest care and follow the instructions specifically.

3. Results that are not tabulated according to instructions will be eliminated from the summary and not counted in the election.

4. A thorough study should be made of our election process to ascertain a more efficient system of tabulation that is in keeping with modern technology.

It was moved by Mr. A. H. Peeler and seconded by Mr. W. G. Byers and Mr. W. R. Collins that the report be received and adopted and that careful, thoughtful and immediate consideration be given the committee's recommendations. It was carried.

Announcements were made by Dr. Charles "A" Lyons.

Door prizes were given to persons with lucky numbers. These prizes were given by merchants in the city of Raleigh.

After the presentation of door prizes, the second General Session of the North Carolina Teachers Association adjourned.

THIRD GENERAL SESSION

Friday, March 20, 1964

8:00 P. M.

William Neal Reynolds Coliseum

PRESIDING:

Dr. Lafayette Parker
President, NCTA

The Convention session began at 8:00 P.M. A very warm welcome was given by the Honorable James W. Reid, Mayor of the City of Raleigh. He reminded us that our responsibility as teachers is more than teaching the three R's to our students, but we have to teach them to accept responsibility and to have respect for themselves.

GREETINGS FROM ATA

Mr. J. C. Duncan, State ATA Director for North Carolina, extended greetings from the American Teachers Association. (See North Carolina's ATA Memberships on Page 27).

Mrs. Freddie Henderson, Representative from the Henderson Travel Service discussed the planned educational tour to Europe that is being planned by her agency, sponsored jointly by the NCTA and the ATA. Eleven countries will be visited. Mrs. Henderson gave the following professional advantages of the trip: Enriched classroom teaching, certificate renewals, academic credit, salary increments.

The trip will be for one month and we can use the "Go Now—Pay Later" plan. She stressed the educational value received from travel and encouraged the delegates to plan now for the trip.

HONORING RETIRED TEACHERS

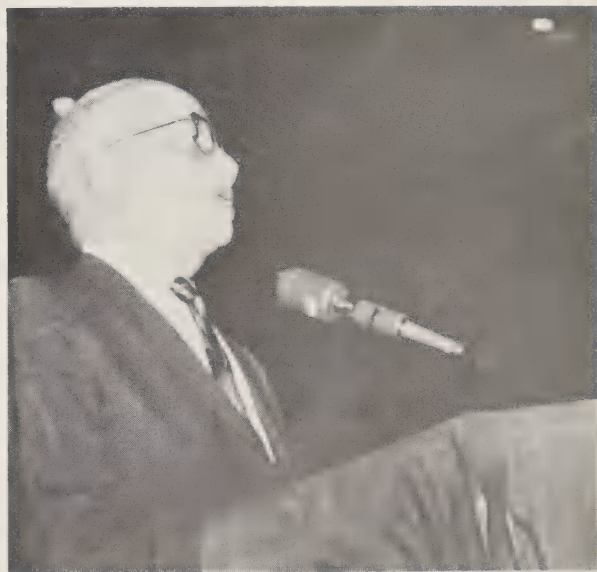
Dr. Charles "A" Lyons, Jr. presented to Mr. W. C. Chance, his former high school principal, a pin, which will be given subsequently to other retired teachers across the state for the outstanding service they have rendered to the girls and boys of North Carolina, and for the support they have given to their local, state and national associations.

Mr. Chance accepted the pin on behalf of all teachers that have retired this year with sincere appreciation.

OTHER PRESENTATIONS

Dr. Lafayette Parker presented Mr. Hugh Victor Brown, who in turn presented to Mr. W. R. Collins from the North Carolina Teachers Association a pin, which serves as a token of our appreciation for his outstanding service as Past President of the North Carolina Teacher Association.

INTRODUCTION OF SPEAKER



Dr. James M. Nabrit, Jr. addresses the Delegate Assembly at the Third General Session.

Dr. Samuel P. Massie, President of North Carolina College, presented Dr. James M. Nabrit, President of Howard University, Washington, D. C. to deliver the address of the evening.

Dr. Nabrit in his address traced the struggle for freedom all over the world and noted that teachers in this country must train children and young people to take advantage of freedom and opportunities as they come.

The quality of instruction must be the best, which means that teachers must upgrade themselves. Dr. Nabrit stated that teachers will have to take in-service training courses, concentrate on summer study and get leaves of absence for gradu-

ate study in order to keep themselves abreast of the new techniques in teaching language, mathematics and science.

He emphasized the fact that we must repair the damage our children have suffered from poor schools and differences in school equipment.

Dr. Nabrit stressed the importance of text books including the contributions Negroes have made. He stated that it is a very difficult job to teach our boys and girls to appreciate Negro culture when they do not have the opportunity to read about it at school.

He discussed the scarcity of jobs for people who were unable to read, and spoke of the available jobs with no one to fill them.

He discussed the hardships the young people had faced for the price of freedom, reemphasizing the fact that they should have the best teachers we can give them.

He spoke of the little signs that made us hopeful of bigger things to come, and warned us not to sit down and rejoice because there are many more things to do.

Dr. Nabrit's speech was a great challenge to all the people who heard him.

INSTALLATION OF OFFICERS

Mr. W. R. Collins, Immediate Past President of the NCTA installed the newly elected officers and Board members of the North Carolina Teachers Association, and the Department of Classroom Teachers, after which Dr. S. E. Duncan, President-Elect, gave remarks.

NCTA CREDIT UNION

Mr. Fred D. McNeill made a statement in the interest of the Credit Union. He encouraged the NCTA Delegate Assembly to use the share-a-month plan. He informed the group that the total assets are 8146 shares as of March 2, 1964.

Dr. Parker informed the Delegate Assembly that the NCTA had been unanimously accepted in the United Forces For Education.

After the announcement of the social affair, which followed immediately, the Third General Session of the North Carolina Teachers Association adjourned.

WHOLESALE JOBBERS

Periodical Subscriptions

Paperback Books

Library Supplies

Rocky Mount News Agency

P. O. Box 8

Rocky Mount, N. C.

More—

About The Hammocks

The scene below depicts a group of teachers relaxing and enjoying the facilities of the Hammocks. Too few teachers have invested in what is one of the greatest assets of their association; too few investors have taken advantage of their own facilities.

On Pilgrimage Day, May 16, a Master Plan for the development of the Hammocks was presented. Its fulfillment depends entirely on the interest and financial support put forth by the teachers in every local unit across the state.



Many of the teachers have asked the question: WILL THE PROJECT EVER BE SELF-SUPPORTING? No. it was never intended that it should be.

Dr. Rudolph Jones and the Hammocks Beach Corporation say that the Hammocks must be thought of as being a "type of country club" for the members of NCTA, the establishment of which requires a large joining fee for capital outlay and a monthly or yearly membership fee for operation and maintenance.

Although many teachers do not realize it, this is exactly what has happened in the development of the Hammocks—the \$13.00 or \$15.00 originally paid was for capital improvements, and with it the Assembly Building, the motel units and a water system were constructed and installed. The \$3,000 appropriated annually by the NCTA is really about a thirty cents yearly fee paid by each teacher — hardly sufficient to development and maintain over 3,000 acres of land.

The annual Leadership Conference will again be held at the Hammocks on August 13. Plan to attend; see for yourself what is being done, and help decide what still needs to be done.

Tips For Teachers —

SCHOLARSHIPS

Special Summer Scholarship Programs for In-Service Teachers at North Carolina College, June 8 to August 3

Newer Instruction Media

Institute—(June 8 - July 15)

Full expense scholarships for intensive study of the preparation and use of Audio-Visual materials. Six weeks—June 8 - July 15. Open to persons in position to use or direct others in using various Audio-Visual Aids to teaching. Make application to Mr. James E. Parker, Director, A-V Center.

Speech Therapy

—(June 8 - August 3)

Two-thirds expense scholarships for two graduate courses in speech correction required for State pay as speech therapist. Scholarship recipients must be available for employment as speech therapist in a North Carolina public school. Submit applications to Graduate Office.

Leadership Reading Institute

—(June 8 - July 15)

Full expense scholarships for two graduate level courses in reading. Open to persons in position to direct others in the improvement of reading. Laboratory and research included. Apply through Graduate Office.

Institute for Study of Culturally Disadvantaged Learners

—(June 15 - July 3)

Full expense scholarships for teams of three to four persons from the same school who are assured of opportunity to continue working as a team during 1964-65. Apply through Graduate Office.

Scholarship in Regular Courses

—(June 8 - August 3)

The State Department has agreed to provide tuition refunds for in-service teachers enrolling in elementary or advanced courses in art, drama, music, English, geography, social science, sociology, or history at North Carolina College. A maximum of three courses is per-

mitted. Applicants should send transcripts with application to the Graduate Office.

Institute for Elementary and Junior High School Teachers of Science and Mathematics

—(June 8 - July 18)

National Science Foundation stipends of \$75 per week plus \$15 per week for each dependent. Open to persons having completed no more than two college courses in mathematics or science. Apply through Dr. W. H. Pattillo, Director, National Science Foundation Institute.

Institute for High School Teachers of French

—(June 8 - July 25)

National Science Foundation stipends of \$75 per week plus allowance for dependents. Open to high school and college teachers of French. Apply through Dr. Irene Jackson, Director.

BOOKS

A PHILOSOPHY OF LIFE by Joy E. Morgan, founder of Future Teachers of America, is available both in printed form and as a TALKING BOOK (double—12 inch—long—playing 33 1/3 rpm). Especially useful for FTA club programs and teacher's meetings where an inspirational note is desired. Can be widely used in classes in English and Speech. The TALKING BOOK plus a copy of the printed text may be had for \$5.00 per set. Write: Senior Citizens of America, 1424 Sixteenth Street Northwest, Washington, D. C. 20036.

PARLIAMENTARY LAW MOTIONS CHART. Excellent for chairmen. Motions are arranged according to the five classes of motions, and the chart answers six questions about each motion. \$1.00. Write: M. H. Boulware, Florida A & M University, Box 310-A, Tallahassee, Florida.

WE, THE PEOPLE. A publication similar to the historic

guide to the White House; produced by National Geographic for the White House Historical Association, it is a richly illustrated book of the U. S. Capitol. The book, 7 by 10 inches, attempts to relate the building's past and present to significant events in American history and American life. \$1.00 for paperback if purchased in Washington; \$1.25 by mail. (Hard back—\$2.75). Write: United States Capitol Historical Society, U. S. House of Representatives, Washington, D. C. 20515.

DEVELOPING PERSONNEL POLICIES. Booklet in specific examples for local education associations, administrators, and boards of education. 25c. (168-04992) Publication Sales, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

A PARENT'S GUIDE TO CHILDREN'S READING.

Written by Nancy Larrick, former President of the International Reading Association, *A PARENT'S GUIDE* is an easy-to-read handbook, giving detailed advice on how to help children read more, better and with growing pleasure and understanding. These books, which retail for 50c each, can be purchased at discounts in quantity. Excellent guides for use by PTA, administrators, school groups and other educational organizations for fund-raising purposes or general distribution. Write: The Benjamin Company, Dept. 213, 600 Fifth Ave., New York, N. Y. 10020.

EXPLORING SPACE (revised) by David Dietz and others. This handbook, published by HIGHLIGHTS FOR CHILDREN, is enlarged and revised to contain a vast amount of authentic information on outer space and its exploration. It is particularly helpful to school children of the middle and junior high grades in supplementing their text book assignments. 75c (Special prices for classroom quantities) 2300 W. Fifth Avenue, Columbus 16, Ohio.

"Libby" In Action As



In Muncie, Indiana Mrs. Elizabeth Koontz, Vice President, DCT, talks with Dr. John R. Emens, President of Ball State College, and other officers of the Classroom Teachers National Conference, Henry Goeble, President, and Mrs. Thelma F. Davis President-Elect. (1963)



With President Goeble, Mrs. Koontz greets well-wishers following a Classroom Teachers Banquet at the Annual Convention of the American Association of School Administrators in Atlantic City, New Jersey. (1964)



"Libby" addresses Classroom Teachers at the Southwestern District of NCTA—"A Time for Decision" (1963)



1963 NCACT Board of Directors. Mrs. Koontz presides as President.

A Professional Leader



Governor Terry Sanford endorses "Libby's" Candidacy for President-Elect, DCT.
(C. W. Holland Photo)



As a delegate to Classroom Teachers National Study Conference, NEA, Mrs. Koontz is pictured with Henry E. Goble, President, NEA's Department of Classroom Teachers; Lois Edinger, Vice President, President-Elect, NEA; and James R. Stewart, Jr., President North Carolina, Hendersonville Classroom Teachers Association. —NEA Press Photo

Resolutions Adopted At The 83rd

Conditions of Work

I

PERSONNEL POLICIES

Whereas, there are advantages to be gained from working together as groups with common interests and problems, and

Whereas, written personnel policies cooperatively drawn up by local boards of education and teachers, promote better relationships, more effective educational programs and higher morale,

BE IT RESOLVED: That we urge every local unit and all teaching personnel of the North Carolina Teachers Association and other interested citizens to work in cooperation with their local boards of education in the achievement of written personnel policies.

II

TEACHER CONTRACTS

Whereas, tenure and fringe benefits are conducive to high teacher morale and a necessary sense of security, and

Whereas, the continuing contract law has been removed from the statute books of North Carolina, and

Whereas, teachers are subject to the hazards of life such as illness, temporary disabling accidents, maternity leaves, and

Whereas, it is desirable that time be granted for teachers to engage in advance study in various fields to the extent of one or more years to develop competence,

BE IT RESOLVED: That the North Carolina Teachers Association endorse legislation to the current North Carolina General Assembly to provide continuing teacher contracts and tenure.

III

WORKING CONDITIONS

Whereas, conditions of work greatly affect the performance of persons in the teaching pro-

fession, and no released time is given to teachers during the teaching day,

BE IT RESOLVED: That local school administrators study the feasibility of providing for teachers a 30 minute free lunch period during the school day, and that local units of the North Carolina Teachers Association work to achieve same for every teacher.

IV

TEACHER LOAD — TEACHER ASSIGNMENT

The Association feels that pupils receive more effective instruction when teachers are not overburdened with large classes. It, therefore, urges a maximum of twenty-five pupils as a class load and recommends that competent clerical assistance be provided for teachers.

V

TEACHERS SALARIES

The North Carolina Teachers Association endorses the salary proposal of the United Forces for Education.

Professional Excellence

VI

PROFESSIONAL GROWTH

Whereas, the State Board of Education is supporting a statewide inservice education program, and

Whereas, there is interest in continuous professional growth in our profession,

BE IT RESOLVED: That the North Carolina Teachers Association encourage the participation of teachers in the statewide in-service education program.

VII

INTER-VISITATION OF TEACHERS

With constantly changing educational ideas, ideals, and practices the North Carolina Teachers Association urged continued individual professional growth on the part of its membership, and

Whereas, we believe that inter-visitation of teachers will greatly enhance their growth

professionally and academically and that exchanges on the local, state, national and international levels will broaden their understanding of educational, social, economic and political problems common to all people,

We recommend that local communities and the state promote programs of voluntary visitation and exchange of teachers so as to achieve these ends.

VIII

NCATE

We recognize the National Council for the Accreditation of Teacher Education (NCATE) as an accrediting agency for the teaching profession, and that the activities of the Council are restricted because of a limited staff and means. The North Carolina Teachers Association urges the National Education Association to give continued support to the Council so that it might extend its services to all institutions that engage in the training of teachers.

IX

SELF-STUDY AND ACCREDITATION

Whereas, emphasis is now on Quality Education throughout North Carolina, and effort is now being made by many City and County School units to meet certain standards for accreditation of schools, and the main purpose of accreditation is to promote self study and improvement in the school as a means of achieving desirable educational goals for all boys and girls, and continuous improvement is a constant challenge to every school staff and to every school community, and the State Department of Public Instruction, Raleigh, North Carolina, recognizes certain standards of excellence attained by schools,

BE IT RESOLVED: That all agencies within the state assume a greater role in working for accreditation of schools.

Annual NCTA Convention

Vocational Education

X

INDUSTRIAL AND VOCATIONAL SCHOOLS

Now that industrial and vocational schools are being established throughout the state to provide training in skills related to employment in new industries developing in North Carolina, and it would be unjust and inefficient to operate such area schools on any traditional basis of separate schools, we strongly urge the State Board of Education and other state and federal agencies concerned to provide for all qualified students in the respective areas to attend courses in these educational units according to their residence and educational qualification.

XI

EQUAL OPPORTUNITIES IN VOCATIONAL AND INDUSTRIAL SCHOOLS

The North Carolina Teachers Association urges a broadening of the vocational and technical offerings in our public schools and in the Industrial Education Centers.

The association is concerned over continued segregation of the staffs of our Industrial Education Centers and the seeming absence of any information program to attract more qualified Negro students to these centers.

We urge that the selection of staff members of these centers be made without regard to race; that a vigorous information program be instituted to convince a people long denied and deprived that these centers are open to all qualified students and that the programs designed to prepare persons for specific job opportunities be opened to all persons without regard to race.

Equal Opportunities

XII

EQUAL OPPORTUNITIES IN EDUCATION

The North Carolina Teachers Association reaffirms and ac-

tively supports the 1954 and 1955 decisions of the United States Supreme Court declaring unconstitutional segregation in education based on race.

The Association further strongly urges all Superintendents and Boards of Education to assign students to classes, and teachers and other professional personnel to professional duties within their systems without regard to race.

We, likewise, call upon the State Board of Education and the State Superintendent of Public Instruction to refrain from using race as a criterion for the selection of professional personnel and for the institution and implementation of educational programs.

The superintendent of public instruction is further strongly urged to eliminate segregated office facilities for professional education personnel who, by the accident of birth, happen to be Negro.

The association calls upon all of its subdivisions to actively support efforts to implement these decisions, and calls upon all of its members to assume the responsibilities attendant to achieving and living in a free and open society in which the dignity and worth of each human being is recognized and respected regardless to race, creed, color or national origin.

XIII

EQUAL OPPORTUNITIES IN STATE GOVERNMENT

The North Carolina Teachers Association notes with interest and concern reports of the limited number of Negroes employed in state government positions.

This assembly calls upon the president of the association to appoint a special committee (to include the Executive Secretary) to make a study of all state agencies to ascertain the number of Negroes employed in such agencies and in what posi-

tions, and to ascertain the hiring policies and practices of such agencies.

The committee should meet with the heads of state agencies, boards and commissions to become more intelligent about the area of work of each, to urge upon them equal opportunity policies where they do not now exist and to offer assistance in the implementation of such policies where they do exist and may otherwise be established.

XIV

POLITICAL EQUALITY

The North Carolina Teachers Association believes that every teacher has the right and obligation to be an informed and active citizen, with full political equality in the exercise of his rights in voting and discussing political issues, and accordingly believes that American teachers in our schools should share the freedom of all citizens to form and express their own honest opinions and inevitably varying opinions concerning public issues, and since the common good depends upon the free search for truth and its free exposition, we urge all local units to work with local school boards of education in the formulation of policies to assure teacher equality in the exercise of their rights in voting and discussing political issues, and participating actively in the political and governmental process.

Professional Commitment

XV

STUDENT ORGANIZATIONS

The North Carolina Teachers Association affirms its belief in Future Teachers and Student National Education Association Organizations, as a means of enhancing the teaching profession.

We urge all local units to foster such organizations in the high schools and in institutions preparing teachers, respectively and to give adequate financial support.

XVI

SUPPORT OF PROFESSIONAL AND OTHER ORGANIZATIONS

Since all members of the North Carolina Teachers Association derive benefits from their professional organizations and such organizations as the National Association for the Advancement of Colored People and the Southern Regional Council, and the teaching personnel for our group only improves its professional standards by full support of its professional organizations.

The North Carolina Teachers Association will continue to urge all teachers to give financial and moral support to the local unit, local Classroom Teachers Association, District Meetings and programs of NCTA, the annual Leadership Conference, American Teachers Association, the National Education Association and other professional organizations.

We further urge each member of the NCTA to support the NEA's membership goal "a million or more by '64."

XVII

TEACHER EDUCATION AND PROFESSIONAL STANDARDS

Whereas, credit earned in local workshops can now be used as renewal credit,

BE IT RESOLVED: That individual school faculties be encouraged to organize school workshops on actual classroom problems rather than having teachers participate half-heartedly in programs suggested by others.

BE IT FURTHER RESOLVED: That personnel chosen as consultants be persons who can actually contribute to the experience of the participants, and

That local units of the North Carolina Teachers Association be encouraged to appoint TEPS committees.

These committees should be encouraged to study problems related to professional standards, the placement of teachers, preparation of teachers, and the problem of drop-outs in their local units.

Academic Excellence

XVIII COLLEGE ENTRANCE REQUIREMENTS

Whereas, we recognize that the rapid changes being made in the social and industrial structure of our country place greater responsibility on our educational institutions to prepare our young people to meet the requirements of the new opportunities which are constantly being opened up to them, and

Whereas, we recognize the problems of our colleges with respect to the problems attendant to the preparation of students prior to college admission, and

Whereas, the results of the Scholastic - Aptitude Tests reveal that many of our high school graduates are making scores far below the twelfth grade level in the basic school subjects,

BE IT RESOLVED: That all of the colleges in the state be urged to agree on a cutting score sufficiently high to insure standards of college work comparable to standards in other institutions of the same rank.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association urge all colleges to adhere strictly to the score agreed upon in order to see that students put forth the maximum effort to improve scores rather than seek a college with lower requirements.

BE IT FURTHER RESOLVED: That all high schools be informed of the Scholastic Aptitude Tests requirements and of the scores earned by their graduates in order that they may be inspired to insist on a higher level of achievement from graduates desiring to be recommended for college.

XIX

EDUCATION OF EXCEPTIONAL CHILDREN

Whereas, there is an increasing recognition of the wide range of individual characteristics that prevail in every classroom, and some children differ to such a degree that special education classes are needed to

meet their varying educational needs, abilities and interests, and there is a definite lack of adequate facilities and staff personnel in most of our schools to meet the needs of those children who are retarded, non-educable, handicapped, and/or the many gifted children whose potentialities should be fully developed,

BE IT RESOLVED: That these services be expanded to include all schools.

XX

COMPULSORY SCHOOL ATTENDANCE

Whereas, there is a large percentage of absentees among pupils in North Carolina Public Schools within the compulsory attendance age group,

BE IT RESOLVED: That the North Carolina Teachers Association through its Legislative Committee urge the General Assembly to remove some of the exemptions in the compulsory attendance law which permit many children to be kept out of school for long periods, and to appropriate funds to secure additional personnel to work for the enforcement of the provisions of the law. We further urge local administrative units to avail themselves of these attendance counselors.

XXI

DROP-OUTS IN PUBLIC SCHOOLS

Whereas, there is evidence to show that there are many students in North Carolina Public Schools who drop out before the completion of the required work, and this has become of interest to school personnel and lay groups,

BE IT RESOLVED: That the North Carolina Teachers Association give support to all social, civic, and professional organizations within the state working to keep our students in school.

BE IT FURTHER RESOLVED: That more attention be given to a more meaningful curriculum and enlightened guidance efforts to meet the needs of all students so as to minimize drop-outs from the public schools.

XXII KINDERGARTEN PROGRAM

Whereas, there are differences in the maturity, economic, social and cultural background of beginning children, and

Whereas, it is believed that systematic training and guidance for the pre-school child is essential for future growth and development,

BE IT RESOLVED: That we urge the establishment of publicly supported kindergartens in the North Carolina Public Schools.

NCTA

XXIII

NCTA SALARY SCHEDULES

Whereas, recognition is given to the need to establish salary schedules for all NCTA employees and,

Whereas, the Board of Directors has made a specific recommendation on this matter,

BE IT RESOLVED: That the salary schedule for NCTA professional staff members shall be based on the North Carolina Professional Salary Schedule (teachers, principals and supervisors) for comparable training, certification, work and experience.

BE IT FURTHER RESOLVED: That the salary schedule for NCTA service staff members shall be based on the salary schedule of state employees under the Personnel Act, for comparable training, work and experience.

XXIV

CANDIDACY OF MRS.

ELIZABETH D. KOONTZ

Whereas, the North Carolina Teachers Association has achieved a respected place among the ranks of organizations of the teaching profession, and this place has been earned by the high caliber of the leaders who have represented us on all levels, and we realize the value of having competent and representative personnel in administrative positions, and we recognize the necessity of keeping such leadership where it will mean the most to all races and nationalities,

BE IT RESOLVED: That the North Carolina Teachers Association endorse the candidacy of Mrs. Elizabeth D. Koontz for President-Elect of the Department of Classroom Teachers of the National Education Association;

That we urge all local associations to send their full quota of delegates to the Classroom Teachers Assembly of the National Education Association in June, 1964;

That we encourage members of the North Carolina Teachers Association to write letters to NEA Members whom they know in other states, promoting our candidate and asking their support.

XXV

CREDIT UNION

Whereas, the NCTA Credit Union was established to serve as a Savings and Loan Institution for the more than 12,000 members of the NCTA, and whereas all members of the NCTA are eligible to join the NCTA Credit Union,

BE IT RESOLVED: That this assembly strongly reaffirm its faith in the NCTA Credit Union and strongly urge each member to make an investment therein in an effort to make ourselves, financially, more self sufficient. In this connection this assembly strongly urges (1) that each member of the NCTA participate in the share-of-the-month plan which would commit each member to purchase a minimum of one share per month, (2) that each local unit of the NCTA establish a Credit Union Committee to promote the Credit Union, and (3) that principals work closely with their teachers and take the lead in joining and supporting the Credit Union.

XXVI

HAMMOCKS BEACH

The North Carolina Teachers Association recognizes that the Hammocks Beach Corporation is now controlled by the teachers of the state through its elected Board of Directors. We further recognize the value of the Hammocks Beach property and the fact that it offers to

our members, their families and friends a wonderful recreation facility.

The association strongly endorses continued support of the efforts of the Hammocks Beach Corporation Board of Directors and its agents to develop the Hammocks property for our members and their families and friends.

XXVII

MERGER OF PROFESSIONAL ASSOCIATIONS

The North Carolina Teachers Association supports the resolution of the 1963 NEA Representative Assembly calling upon "state and local associations where racial membership restrictions are still in effect to open their membership to all teachers regardless to race, color or creed."

On the other hand, it is our belief that the removal of the racially restrictive clause from a state or local association's constitution constitutes only a first step. This merely creates the environment in which serious talk about merger might take place.

We further believe that the basis of attack on the dual association question in North Carolina should be "merger and integration" rather than "absorption and abolition."

In consideration of these beliefs the North Carolina Teachers Association takes the firm position that any coming together of the two associations in North Carolina must be as a result of negotiation at the highest level by the leaders of the two associations and that the leaders of both associations should share equally in the making of the ground rules which determine the terms of merger.

We take the further position that local option can be effective only within the framework of a specific overall state policy and urge the local units of the North Carolina Teachers Association to refrain from making binding agreements at the local level without guidance from the state leadership.

XXVIII IMPLEMENTATION OF RESOLUTIONS

These resolutions express the desire of the members of the North Carolina Teachers Association for continued efforts in some areas and for new efforts in others.

The assembly calls upon the Board of Directors and especially the Resolutions Committee of the North Carolina Teachers Association to work unceasingly to see that these resolutions are implemented.

XXIX APPRECIATION

The North Carolina Teachers Association expresses its deep appreciation to the President, the Executive Secretary and his associates, the planning committee, the city of Raleigh, the officials of North Carolina State of the University of North Carolina at Raleigh, and of the Raleigh Public Schools, the Wake County and Raleigh Units of the North Carolina Teachers Association, and to the Raleigh and Wake County Units of the Classroom Teachers Associations for their untiring efforts and unselfish service in making this convention a success.

Your Committee on Resolutions,

J. L. Johnson, Chairman
Miss Maude Freeman, W. J. Earl, J. A. Gibson, Z. V. Gordon, C. C. Griffin, W. T. Johnson, C. A. Lyons, James Foxx, G. T. Swinson and E. D. Wilson

EDITORIAL

(Continued from Page 4)

abolitionist Negro, Frederick Douglass, who in 1857 stated:

If there is no struggle, there is no progress. Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground. They want the ocean without the awful roar of its many waters.

ADOPTED BUDGET FOR 1964-65 REVENUE

BUDGET ITEMS

	1963-64 Dues \$10.00	1964-65 Dues \$10.00
Balance, September 1	\$ 8,180.00	\$ 9,500.00
Membership Dues	115,000.00	120,000.00
SNEA Dues	250.00	500.00
Gross Rent	5,000.00	6,550.00
Advertising	1,500.00	3,700.00
Placement Service	200.00	100.00
NEA Supplement	1,000.00	2,600.00
TOTALS	\$131,130.00	\$142,950.50

ACCOUNTS

	EXPENDITURES	
I. President's Honorarium	500.00	500.00
II. President's Office	1,000.00	1,000.00
III. Vice President's Honorarium	200.00	200.00
IV. Vice President's Office	200.00	200.00
V. Treasurer's Office	200.00	200.00
VI. Treasurer's Honorarium	400.00	400.00
VII. Recording Sec'y Honorarium	300.00	300.00
VIII. Recording Sec'y Office	100.00	100.00
IX. Association Office Expense	2,000.00	3,000.00
X. Executive Secretary's Travel	2,000.00	2,000.00
XI. Field Representative's Travel	2,000.00	2,000.00
XII. Exec. Sec'y. Clrm. Tea. Travel	850.00	1,100.00
XIII. Budget Director	400.00	400.00
TOTALS	10,150.00	11,400.00

SALARIES

I. Executive Secretary	11,000.00	11,400.00
II. NCTA Field Representative	6,200.00	6,600.00
III. Exec. Sec'y Clrm. Teachers	6,200.00	6,600.00
IV. Coordinator for Research, Pub. Rel. & Publications	5,000.00	5,000.00
V. Bookkeeper	4,200.00	4,400.00
VI. Secretary-Stenographer	3,700.00	3,900.00
VII. Secretary-Stenographer	3,400.00	3,600.00
VIII. Secretary	3,100.00	3,300.00
IX. Secretary		2,500.00
TOTALS	42,800.00	47,500.00

COMMITTEES

I. Board of Directors	2,000.00	2,000.00
II. Legislative	400.00	400.00
III. Nominating	300.00	300.00
IV. Elections & Canvassing	300.00	400.00
V. Resolutions	150.00	150.00
VI. Budget & Finance	600.00	600.00
VII. NEA Coordinators	800.00	800.00
VIII. TEPS	200.00	200.00
IX. PR&R	200.00	200.00
X. Special	600.00	800.00
TOTALS	5,550.00	5,850.00

ADMINISTRATION

I. Bond	127.00	200.00
II. Audit	473.00	500.00
III. FICA Tax	700.00	1,100.00
IV. FUTA Tax	450.00	450.00
V. Publication of Record	8,000.00	9,000.00
VI. Newsletter Publication	2,000.00	2,000.00
VII. Retirement Fund	2,000.00	1,800.00
VIII. District Meetings	12,000.00	12,000.00
IX. Convention Expenses	3,000.00	5,000.00
X. Social Affair	300.00	
XI. NCTA-NEA Leadership Conf.		
XII. Headquarters		
A. Custodial Service	2,500.00	2,500.00
B. Repairs, Depreciation	1,000.00	1,000.00
C. Rental Collection	350.00	350.00
D. Insurance	2,000.00	2,000.00
XIII. County & City Taxes	900.00	814.00
XIV. Delegates to NEA Convention	6,000.00	4,500.00
XV. Legal Counsel	1,000.00	1,000.00
HAMMOCKS DEVELOPMENT	3,000.00	3,000.00
EMERGENCY FUND	1,000.00	
Equipment	1,000.00	1,000.00
CONTINGENCY RESERVE	800.00	5,591.50
TOTALS	\$49,400.00	\$54,605.50

GIFTS AND MEMBERSHIP

I. NAACP, National	1,800.00	1,800.00
II. NAACP, State	500.00	500.00
III. Southern Reg. Council	500.00	500.00
IV. American Teachers Association	25.00	25.00
V. NEA Affiliation	25.00	25.00
VI. Assn. Study Negro Life & History	25.00	25.00

VII.	Oxford Orphanage	500.00	500.00
VIII.	Assn. State President NEA	25.00	25.00
IX.	State Exec. Secretaries NEA	200.00	200.00
	TOTALS	\$3,600.00	\$3,600.00

DIVISION AND DEPARTMENT EXPENSES

1. ASSOCIATION OF CLASSROOM TEACHERS
(Encompasses both the Division of Classroom Teachers and the Division of Specialized Ed., for promotion purposes. NEA Affiliated)

A. Promotion

1.	State Travel for President in promotion	600.00	600.00
2.	Summer Travel of President		400.00
3.	Office Expense of President	50.00	50.00
4.	Office Expense of Secretary	20.00	20.00
5.	National Conferences		
	a. NEA (1 person from each of 8 districts) 2 officers.	3,000.00	2,400.00
	b. TEPS-National and Regional (2 persons)	400.00	600.00
	c. Southeast Regional Conf. 2 officers and 1 person from each 8 districts	630.00	630.00
	d. Classroom Teachers National Conf. 2 officers and 1 person from each of 8 districts. Total Nat. Conf. \$4,700.00		
6.	Board of Directors Meetings-3	550.00	800.00
7.	Committee Activity	150.00	400.00
8.	District Directors-Pro. (8)	400.00	400.00
9.	NCACT meeting at State Conv.	100.00	175.00
10.	State Publication, Brochures, etc.	800.00	800.00
11.	National Office Campaign	150.00	150.00
12.	Promotion-NCTA	200.00	
13.	Miscellaneous	160.00	
	TOTALS	\$7,210.00	\$7,425.00

B. DIVISION OF CLASSROOM TEACHERS

1.	Dept. of Elementary Education		
	a. Adm. and Promotion	300.00	300.00
	b. Section of Primary Teachers	300.00	300.00
	c. Section Gr. Gr. Teachers	300.00	300.00
2.	Dept. of Secondary Education		
	a. Adm. and Promotion	200.00	200.00
	b. Sec. of English Teachers	400.00	400.00
	c. Sec. of Lang. Teachers	100.00	100.00
	d. Sec. Soc. Sc. Teachers	250.00	250.00
	e. Sec. Math. & Sc. Teachers	250.00	250.00
3.	Dept. Teac. of Excep. Children	50.00	50.00
4.	Dept of Retired Teachers	50.00	50.00
	TOTALS	\$2,200.00	\$2,200.00

C. DIVISION OF SPECIALIZED ED.

1.	Adm. and Promotion	350.00	350.00
2.	Dept. of H. E. Teachers	200.00	200.00
3.	Dept. of Voc. Agr. Teachers	300.00	300.00
4.	Dept. of Ind. Ed. Teachers		
	a. Adm. and Promotion	300.00	300.00
	b. Section of Trds. & D. O.		
	c. Section of Ind. Arts Teachers		
	d. Sec. of Edu. Secretaries	100.00	100.00
5.	Dept. of Music Teachers	375.00	375.00
6.	Dept. of Health & P. E. Techs.		
	a. Adm. & Promotion	350.00	350.00
	b. Sec. of Health Ed. & Rec.		
	c. Sec. of P. E. & Athletics		
	d. Sec. of Driver Education	200.00	200.00
7.	Dept. of Bus. Ed. Teachers	400.00	400.00
8.	Dept. of Librarians	310.00	310.00
9.	Dept of Extension Ed.	150.00	150.00
10.	Dept. of Bible Teachers	25.00	25.00
11.	Dept. of Guidance	225.00	225.00
12.	Dept. of Art Teachers	285.00	285.00
13.	Dept. of Audio Visual Aids	150.00	150.00
	TOTALS	\$3,720.00	\$3,720.00

(Continued on Page 27)

CAMP DOROTHY WALLS

For Boys, Girls and Adults

Rt. 1, Box 173

BLACK MOUNTAIN, N. C.

Telephone North 9-8111

OPEN: June thru Sept.

PHYSICAL ACTIVITIES

Sports

Games

Relays

Swimming

Camp Fire

Special Events

Storytelling

Picnics

Tournaments

Boating

Singing

Dramatics

Fishing

Weekly rate for children

\$18.00

Weekly rate for adults

\$20.00

Insurance

.55

Special rates for week-end

Campers

Camp open to all people of all denominations and general public

For information and applications write to:

MR. L. P. DAVIS, Mgr.

Camp Dorothy Walls

Route 1, Box 172

Black Mountain, N. C.

— Motions Carried —

September, 1963

It was moved—that we accept the minutes of our previous meeting.

—that we adopt the auditor's report with the exception of the memorandum.

—that the memorandum be included in item ten (10) on the agenda. (Budget report and fiscal policy).

—that the minutes be received.

—that the 1965 NCTA Convention convene at the Raleigh Memorial Auditorium.

—that the 1964 NCTA Convention be held at State College and that we use the J. W. Ligon Auditorium or some other available facility for Saturday morning.

—that our NCTA Convention will not convene before 6:00 P.M. on Thursday, March 19, 1963.

—that the Executive Committee be responsible for planning the program for the NCTA Convention subject to approval of the NCTA Board of Directors.

—that we adopt number 15 on the agenda (Recommendation on Code of Ethics) as recommended by the Executive Committee and explained by the President.

—that number 16 on the agenda be adopted as recommended by the Executive Committee. (Fee for retired teachers—two dollars (\$2.00)).

—that we recess until 9:00 A.M. on Saturday, September 21, 1963.

—that we defer a discussion on September 7th minutes and other related items until 10:30 A.M.

—that the recommendation, from the Executive Committee, on the place for the Leadership Conference be adopted. (Hammocks Beach).

—that the recommendation, from the Executive Committee, on the time for the Leadership Conference be adopted. (August 14-16, 1964).

—that Mrs. Elizabeth D. Koontz be on the committee for planning a free period to enjoy the beach during the Leadership Conference.

—that no expenses be paid to delegates, elected officers, and attending individuals for the Leadership Conference as recommended by the Executive Committee.

—that the necessary funds (\$1500.00) be paid the Hammocks from budgeted funds within the near future.

SUBSTITUTE MOTION: —that the NCTA Board recommend to the Hammocks Board that funds be used from the Hammocks Capital Improvement Fund to alleviate the immediate needs which the authorized donation from NCTA would supply. Because of the problems now involved in the tax status of NCTA such action as designated by the 1963 Delegate Assembly may not be feasible or legal. It is to be understood that the attorney will

By the constitutional revisions enacted by the 1962 Delegate Assembly of the North Carolina Teachers Association (Article IV, section 8), printed below are "all motions and common consent enactments made and carried by the Board of Directors during the past year."

be consulted on means of restoring said authorized amount to Capital Fund and any remainder due shall be paid.

—that the use of the NCTA facilities be made available to the Hammocks staff for the promotion of the Hammocks Beach Project.

—that we receive the report of the Credit Union and that Mr. Jeffers be commended for his presentation.

—that we have our lunches delivered.

—that we review the agenda with the purpose of not discussing more than two or three items and that a date be set to discuss the other items.

—that our next Board meeting will be on October 12, 1963 at 10:00 A.M.

—that we postpone item eleven (11) on the agenda until our meeting on October 12. (Report on Constitution).

—that we postpone item thirteen (13) until our meeting on October 12. (Report on District Operation).

—that items 17-21 be deferred until our next board meeting.

—that we take off the table our position on the Governor's Conference.

—that we direct a letter to the Governor stating that we are at his call for a session with him.

—that we accept the Treasurer's report.

—that the Executive Secretary's report be received.

—that the Executive Secretary be given the authority to hire a part-time secretary as needed and that the salary not to exceed fifty dollars (\$50.00) a week and the maximum expenditure not to exceed twelve hundred dollars (\$1200.00).

—that the matter (Procedures for operations between Executive Secretary, NCTA and the Executive Secretary, NCACT) be tabled until our next meeting.

—that we adopt the first sentence in "E" only and the following two sentences be deleted. (Fiscal policy revision of 1961).

—that we approve the item "F" of the fiscal policy with the exception that we delete the *Bookkeeper to make each month a bank reconciliation* from sentence two. The rest remains the same.

—that we accept "a" and "b" under *Budget Expenditures* with the insertion of *within the said district after officers of the district* in the first line after the last *Note*.

—that "C" under *Travel Allowances*

be adopted. (See Report).

—that "D" under *Travel Allowances* be adopted. (See Report).

It was the consensus of opinion that the proposed budget be considered at our next meeting.

It was moved—that the Executive Secretary, Mr. W. G. Byers, in place of the president, the Coordinator of Publications, Public Relations and Research and the Bookkeeper attend the NCOSTA meeting in Richmond, September 27-29, 1963.

—that Mr. Joseph C. Duncan or substitute (Mr. Duncan will name person) attend the NCOSTA meeting in Richmond on Saturday, September 28, 1963.

—that the bill be paid (expenses incurred in the planning session of the Division of Administrators and Supervisors).

—that we adjourn.

October 12, 1963

It was moved that we accept the recommendation of the Credit Union Board to elect Mr. Fred Douglas McNeill, Jr., as Secretary-Treasurer. It was carried.

—that the minutes of our previous meeting be adopted.

—that all items, in the report of the Executive Secretary, relative to the guidelines be referred to the committee on guidelines.

It was the consensus of opinion that the following questions in his report be answered: 1) How does the Board view the position of the Executive Secretary? 2) What are the supervisory responsibilities of the Executive Secretary? 3) What are his overall activities?

It was moved that the motions made and carried in the withheld minutes be read.

—that we go to lunch.

—that we recess for lunch.

—that we recess until 2:00 P.M.

—that the three motions in the withheld minutes be made a part of the guidelines.

—that the Executive Secretary of the North Carolina Teachers Association is an administrative and operative professional leader whose chief duty is to implement policy devised by the NCTA Board of Directors and the NCTA Delegate Assembly.

—that a Personnel Committee be appointed immediately on a permanent basis.

—that the President be empowered to select the members of the Personnel Committee.

—that the Board instruct the Personnel Committee to move in one or two directions, in connection with the relationship of the two Executive Secretaries, namely: 1) Direct relationship 2) Advisory. SUBSTITUTE MOTION: —that the other items of the Executive Secretary's report be refer-

red to the Personnel Committee.

—that we approve the recommendation from the Promotion Committee for "Libby" for a loan of one thousand five hundred dollars. (\$1,500.00).

—that the unspent money from the one dollar (\$1.00) contribution be put into the contingency reserve.

—that a loan of two thousand dollars (\$2,000.00) be advanced to any NCTA member who runs for national office, and is approved by the Board of Directors, to be voted on by fifty (50) states and the Commonwealth of Puerto Rico.

—that twelve on the agenda be the next item of business.

It was the common consent that Mr. James Taylor's name be added to the committee.

It was moved that we adopt the recommendations of the Liaison Committee.

—that the Board of Directors recommend that . . . the constitution authorize the service of the president and vice president for one year.

—that the report on the constitution be accepted as amended.

—that the budget report be approved.

—that we reestablish the salary of Coordinator of Research, Public Relations, and Publications to five thousand dollars (\$5,000) as it was budgeted last year. The Board will decide what the exact salary will be.

—that we modernize the writing of checks. There needs to be a duplicate form wherein a portion of the check remains in book.

—that if funds permit, our president serve as delegate to the WCOTP.

—that the Treasurer be empowered to borrow from the working account the money that is necessary to pay expenses.

It was the consensus of opinion that a letter be sent to the locals stating that they can pay their dues on an installment plan if they so desire. When they have collected all of the dues, they can fill out the forms. The units will be encouraged to send in the dues they have collected. They will also be encouraged to pay unified dues if possible.

It was moved that the NEA delegates be exempted from having to present receipts for what they have spent. They will follow their same policy.

—that the Executive Secretary be authorized to send a message to the Virginia Teachers Association stating our regrets that we are unable to send representatives to their headquarters building.

—that we proceed with the idea of matching funds and that we accept Dr. Berns' offer (NEA contributions for Drive-In Workshops).

It was moved that we go on record as approving (the Subsistence Fund of NCACT) and the Classroom Teachers Organization be the direct sponsors.

—that we get some doorknobs where needed on the doors.

—that the report from Miss Hankins be adopted.

—that we adopt the report from the Field Representative.

—that the Prince Edward Free School Association be placed on the agenda for our next meeting.

—that the president write the Governor on (the matter of the Conference on the North Carolina Fund) and have copies sent to Negro members on the commission.

—that we adjourn.

January 4, 1964

It was the common consent of the group that we meet at the Headquarters Building at 5:45 P.M. Sunday and go as a group to the Governor's Mansion.

—that Mr. E. E. Waddell attend the Governor's dinner and if necessary stand in lieu of Mr. William M. McNeill who is ill.

It was moved—that materials from special committees that need Board action be made available to the Board members prior to meetings.

It was the common consent that Board members receive the reports at least one week prior to Board meetings.

It was moved—that the minutes of our previous Board meeting be received as they were mailed to each Board member.

—that the minutes of the Executive Committee be received as mailed with corrections.

It was the common consent of the group that the financial assistance for business education departments be given further study. It was suggested that it might be handled through the high school division.

It was the common consent of the group that the Department of Bible Teachers be given more study.

—that we give further study to unspent reserves. It was suggested that the money be put into a working account.

It was moved—that we constitute a committee of the following persons to study the feasibility of a petty cash fund: Mr. M. A. Foster, Dr. Charles A. Lyons, Attorney Curtiss Todd and the auditor.

—that the reports by the Executive Secretary be received with sincere thanks.

It was moved—that we accept the treasurer's report.

—that we refer this matter to the new committee appointed to study the feasibility of petty cash (Contingency reserve).

—that we place an additional ten thousand dollars (\$10,000.00) on a working account, which would give us a working account of fourteen thousand dollars (\$14,000.00).

It was the consensus of opinion that the resolution on desegregation be made much stronger.

It was the consensus of opinion that the NCEA be given credit for whatever endorsement be given credit (to "Libby's" candidacy). The Board mem-

bers regretted that the blotters could not have parallel statements.

It was the common consent of the group that the guidelines be read item by item with the exception of the guidelines for the Executive Secretary. They have already been adopted.

It was moved—that the guidelines for the Executive Secretary, NCACT be adopted.

It was the common consent of the group that the Field Representative shall serve as secretary-treasurer of the Credit Union.

It was moved—that we accept the guidelines for the Field Representative.

—that the position of Miss Hankins be changed to Editor instead of Associate Editor of Teachers Record and Newsletter.

—that the guidelines for the Editor of the Teachers Record and Newsletter be adopted.

It was the common consent of the group that the 12th guideline be deleted. It was agreed that it would go in the guidelines for the Executive Secretary. It reads as follows: Shall be responsible for inventorying all association property and keeping up-to-date records on said property.

—that the following guideline be deleted: Shall assist the treasurer in preparing his periodic and annual reports (Number 14).

It was moved—that the guidelines be adopted for the bookkeeper.

—that we adopt the guidelines for the secretary-stenographer.

It was the common consent of the group that the guidelines need to be edited.

It was the common consent of the group that the lines of authority diagram be distributed at our next meeting.

It was moved—that we follow the guidelines for vacations for professional staff as presented by the Personnel Committee.

—that we follow the guidelines for vacations for service staff.

It was the common consent of the group that the Personnel Committee contact an insurance company to find out about underwriting protection for sick leave for staff members. Preparation should be made for extended sick leave.

—that we accept number 6 with recommendations. (Sick Leave).

It was moved—that the salaries of the Executive Secretary of the NCTA, the Executive Secretary of NCACT, and the Field Representative be raised three or four hundred dollars each for 1964-65.

—that we adopt the salary scale and a range that is based on the North Carolina professional salary scale for recommendation to the Delegate Assembly.

It was the common consent of the group that the motion on salary scale be made into a resolution.

It was moved—that number 9—Personal Leave—be deleted.

—that we reconvene at 11:00 A.M. Sunday, January 5, 1964.

It was moved—that the report from the Executive Secretary be received with sincere thanks.

—that the report by Mrs. Richards be accepted.

—that the report on "Libby's" campaign be accepted.

It was the common consent of the group that the Orientation Committee take care of the pictures of "Libby."

It was moved—that we continue to send certificates to units and schools that have 100% membership.

—that the reports made by Mr. McNeill be adopted.

—that the fourteen items in the Legislative report be received and adopted and that the resolutions be given to the proper committees for action.

—that we recommend maintenance for a program of adult education or evening classes for adults as a part of the public school program. This should be added to the report of the Legislative Committee.

It was the common consent of the group that we have a business session at 6:00 P.M. and that there be no inspirational program at 8:00 P.M. as is customary.

It was moved—that the NCTA Board of Directors approve the NC-OSTA project on "Improvement of the Quality of Performance of Negro Teachers" and urge district presidents and divisions chairmen to give positive leadership to their respective boards and groups in seeking ways of raising the necessary one hundred fifty-six dollars and twenty-five cents (\$156.25) per district, each year for the next two years—1963-1965.

—that the report of the District Operations Committee be approved.

—that some mandates on fiscal policy, within reason, be overlooked this year.

It was moved—that we pay the state delegates four hundred dollars (\$400.00) each to attend the NEA Convention in Seattle, Washington.

—that arrangements be made to send twenty-seven (27) delegates. SUBSTITUTE MOTION: —that we send the fifteen delegates named by Mr. Lucas and that the other credentials go to classroom teachers, as first preference, and principals who are willing to travel at their expense or at some other expense.

—that no publicity be given on the amount for each NEA delegate until Mr. Lucas investigates other ways of transportation.

—that additional expenses for NC-TA official suite and other expenses be taken from the contingency reserve. SUBSTITUTE MOTION: —that the money be taken from the NEA Coordinator's Operation Fund.

—that the Executive Committee consider having coffee and doughnuts

before early morning meetings.

It was moved—that we hear Miss Hankins' report.

—that we accept the report by Miss Hankins.

—that names for NEA Commission and other positions be referred to the Executive Committee.

—that we reconsider the motion that the title of Miss Hankins' position be changed.

—that we rescind the title of Editor and revert back to the original title.

It was the common consent of the group that we reconvene after the dinner and meeting with Governor Sanford.

It was moved—that we recess until after the meeting with the Governor.

It was the common consent of the group that we ask the Governor to endorse "Libby" for president elect of the National Association of Classroom Teachers. It was suggested that the Governor take a picture with "Libby."

March 13, 1964

It was moved and properly seconded that the Executive Committee and the Executive Secretary work with the NEA in developing a plan to expedite the transmission of NEA dues and assuring all members of receiving all publications and at the same time relieve the current work load in the transmission of NEA dues.

It was carried.

—that the reports on receipts and disbursements be adopted.

—that the report on memberships be accepted with the necessary corrections.

—that Dr. Lyons be commended for the steps he has taken in the interest of the NCTA.

—that we inform each local unit to make reservations for their delegates in the Fall (NCTA Convention).

—that we sustain Dr. Parker in his action for calling the Elections Committee on Saturday, January 14, 1964.

It was the consensus of opinion that the information presented by Mr. Smith (Insurance Coverage) will go to the proper committee. (The Personnel Committee). They plan to meet soon to work out the details.

—that we give Mr. H. V. Brown free exhibit space for the display of his book.

It was the common consent of the group that we need an additional sheet attached to the resolutions, calling attention to related resolutions since they are not in sequential order on the report of the Resolutions Committee.

—that Dr. Harris' suggestion on the National Teacher Examination be referred to the Resolutions Committee.

—that the proposed resolution on the National Teacher Examination by Dr. Harris be adopted.

—that we endorse the Tax-Sheltered Annuity Plan.

—that we adopt the revised constitution.

It was the consensus of opinion that we need a recommendation to the Delegate Assembly on merger of the two association.

—that the Liaison Committee draw up a statement for the NCTA Delegate Assembly and if approved by the Convention, it will be submitted for News release.

It was the common consent of the group that we need a statement (concerning teachers at Camp Lejeune) of what is wanted of NCTA. Mrs. Hines (Representative from Camp Lejeune) was asked to write the NEA and send a carbon copy to the Executive Secretary of the NCTA.

—that the report from the Credit Union be received.

—that the Board of Directors recommend the adoption of the NEA Code of Ethics to the NCTA Delegate Assembly.

—that the report of the Legislative Committee be adopted.

—that we adopt the report of the Building Committee, for the purpose of proposing the report to the Delegate Assembly for study.

—that the report on "Libby's" campaign be adopted.

—that we accept the State Band Organization as a part of the NCTA and that the affiliation status be determined by the Executive Committee of the NCTA Board of Directors to be acted on by the Board.

—that we adopt the report of the Petty Cash Fund, which will be called from now on "Prepaid Office Supplies Expense Account."

—that we accept the report of the special committee on Petty Cash and NCTA Board of Trustees.

—that we receive the report from Mr. W. A. Foster confirming a working account of fourteen thousand dollars (\$14,000.00) to be used for district operations. (A portion of it).

—that the report on the Future Business Leaders of America be deferred until our next meeting.

—that we adopt the report of the Personnel Committee.

—that the recommendations by the Personnel Committee become retroactive as of January 1, 1964.

—that the report on NEA Mutual Investment Plan be deferred until our next meeting.

—that we purchase the bookkeeping machine and that we secure the maintenance service contract after it is purchased.

—that we adopt the recommendation on NEA delegates as presented by the Executive Committee.

—that we endorse both proposals as proposed by the National Trailways on bus transportation. (to Seattle, Washington).

It was the common consent of the group that we need two persons to serve as trip coordinators on the buses. Such persons will get free transportation, overnight accommodations, and meals to Seattle, Washington and

(Continued on Next Page)

Classroom Teachers News

By Mrs. Edna C. Richards

Executive Secretary

The 21st Classroom Teachers
National Conference

Western Washington State
College

Bellingham, Washington
July 5-17, 1964

Following close on the heels of the NEA's Annual Convention in Seattle, the Department of Classroom Teachers will hold its 21st National Conference in Bellingham, Washington, some 88 miles north of Seattle.

Designed for a 12-day period of programs, the conference will provide for professional development, in-service education, will offer clinics for local and state officers, and will afford an opportunity for fellowship with other Classroom Teacher leaders.

Registration will be limited to 400 people in order to provide maximum opportunity for professional growth and leadership training. The total cost of the conference is \$90, which includes a \$15 pre-registration fee, housing and meals for the 12-day period. Register early to in-

sure your reservation.

The conference program will combine general sessions for the entire conference group and workshops for small groups. The program will center around two three-day seminars which will be scheduled at Western Washington State College during the conference period. The first week's seminar will deal with knowledge and the teacher; the seminar during the second week will deal with the teacher's role in curriculum planning. There will also be sessions devoted to concerns of the professional organization.

Everyone who attends the conference will receive a certificate of attendance for presentation to local boards of education as evidence of in-service growth. Those who wish to enroll for 2 quarter hours of credit certified by the College may do so at the regular tuition fee of \$16. The conference course will be listed as **Education 480K—Knowledge and the Teacher.**

To make your Reservation or to secure additional information fill in the blank below.

CLASSROOM TEACHERS NATIONAL CONFERENCE

Western Washington State College

Bellingham, Washington

July 5-17, 1964

NEA Department of Classroom Teachers

2101 Sixteenth Street, N. W.

Washington, D. C. 20036

Enclosed is \$15 preregistration fee. (Make check payable to
CLASSROOM TEACHERS NATIONAL CONFERENCE.)

Please send information and registration materials.

NAME _____

STREET _____

CITY _____ STATE _____ ZIP CODE _____

MOTIONS CARRIED

(Continued from Page 24)

back. They will have to be responsible for their room, board and lodging while in Seattle.

It was the common consent of the group that if it becomes necessary for the Board to make a statement concerning the boycott, the President can call the Board members together dur-

ing the Convention.

—that we accept the resignation of Miss Hankins with regrets and commend her for the excellent work she has done as Coordinator of Publications, Public Relations, and Research.

It was the common consent of the group that in case the NCTA delegate assembly does not meet Saturday, March 21, 1964, the Board of Directors will meet.

—that we adjourn.

ANNOUNCING—

Classroom Teacher Night — NEA Convention — Seattle, Washington—Tuesday, June 30, 1964—will be held at the Seattle Memorial Stadium. **An informal Northwest Salmon and Beef Barbecue and International Logging Championships** will be the featured program for this year. Tickets priced at \$5.00 each.

The NEA Department of Classroom Teachers has developed a plan for advance sale of tickets prior to NEA Convention. Those who take advantage of this opportunity are requested to conform to the regulations stipulated for advance sale.

1. No limit is placed on the number of tickets reserved by said persons, but the reservation should be accompanied by checks made payable to the North Carolina Association of Classroom Teachers, and sent to Mrs. Edna C. Richards, 125 East Hargett Street, Raleigh, North Carolina.
2. All reservations for tickets must be filed prior to May 25, 1964 and accompanied by a check.
3. A receipt for the number of tickets reserved will be sent to you. This receipt will be exchanged for tickets in Seattle.
4. Those making advance reservations will be expected to accept ALL tickets reserved.

It is necessary to give a final guarantee reservation for the barbecue prior to arrival in Seattle in order that a sufficient quantity of freshly caught salmon may be contracted from fisheries all along the Northwestern Coastline. The bulk of the tickets must be sold in advance and everyone ordering in advance will be accommodated. However, as a consequence of this early guarantee, only a limited number of barbecue tickets will be available on public sale Sunday, June 28.

The NCTA Credit Union

by
Fred D. McNeill, Jr.
Secretary-Treasurer

A Credit Union is a group of people with a common bond who save together and make low-cost loans to each other for worthwhile purposes. Your NCTA Credit Union, organized September 1961, to promote thrift among NCTA members and to provide a source of credit at the least possible cost, is a non-profit organization with surplus earnings passed to the shareholders as dividends. Save while you can with your Credit Union and have your own place to borrow.

Your Credit Union, now in its 3rd year of service, has loaned in excess of \$9,000.00. Membership has grown to approximately 300 with total assets of \$9,000.00. It hopes to provide service to the membership unequalled by any other financial institution, except another credit union. Effective May 1, 1964, all savings and loans were insured. Your Board endeavors to declare a dividend rate between 4% and 4½% in December 1964, but needs your immediate participation.

According to a national credit union survey of credit union memberships, 50% are savers, 38% are borrowers and 12% are a combination of the two. Within our own movement, 70% are potential borrowers, 10% are savers and 20% are a combination of savers and borrowers. If

we had \$50,000.00 now to meet the needs of the borrowers, our dividend rate could reach 6%, assuming all borrowers repaid promptly and the money was kept in circulation. Our most critical time of the year is to meet the summer needs of our members. Obviously, we need more members to save greater amounts with us, so won't you consider this a special appeal and save \$10.00 with us now?

If you find it difficult to save \$10.00 a month, we will loan you any amount from \$50.00 to \$300.00 to be credited to your savings account under a special plan. Under the regular plan, it is possible to borrow the maximum, credit a certain amount to your shares and receive the difference.

In a vigorous and ambitious
(Continued on Page 27)

SAMPLE—LOAN APPLICATION

May 27, 1964

I hereby apply for a loan of \$300.00 to be repaid as per conditions laid down in note.

State the purpose for which this loan is to be used

Summer School Expenses

Name of Sureties Car, TV, Land, House, Shares (Be specific).

Security 1963 Ford Fairlane 2-Door or My Co-Signer

The statements herein are made for the purpose of obtaining the loan, are true so far as concerns myself, and are true to the best of my knowledge and belief as concerns the sureties.

My Credit Union Book No. is (Your own C. U. No.)

John Q. Public

Signature of Applicant

Residence Address 1222 Lincoln St., Bessemer City
Street City

\$.....300.00.....

TermsMonthly.....

Due DateMay 31, 1965.....

weYour Signature..... as principal, and Co-Maker's Signature.....
and as co-makers, waiving our rights of demand and notice,
jointly and severally promise to pay to the N. C. T. A. CREDIT UNION,
on order, the sum of Three Hundred and 00/100 dollars,
with interest at the rate of six per cent. per
payable in eight installments of Thirty-seven and 50/100 dollars,
the first payment to be made on October 1, 1964.....
and a like amount every Month..... thereafter until the full amount has been paid.
Collateral: 1963 2-Door Buick, 1 G. E. T.V., Vacant Land, C. U. Shares (Write Securities Here)

In case of any default in payments as herein agreed, unless excused by the Board of Directors, the entire balance of this note shall become immediately due and payable. We hereby pledge all paid shares, payments on shares, or deposits which we now have or hereafter may have in this Credit Union, for loans, interest, fines, costs or expenses, and we hereby authorize the Treasurer to apply any or all such paid shares, payments on shares, or deposits to the payment of said loans, interest, fines, costs or expenses.

Said principal and co-makers, jointly and severally, promise to pay, while in default, a fine of \$.02 cents on each unpaid dollar per week until all arrears are paid, together with all costs or expenses incurred in the collection of any sum due.

Also, if the holder hereof, after default, shall place this note in the hands of an attorney for collection, to pay an additional sum equal to twenty per cent of the aggregate of principal, interest and fines due on this note at the time of the employment of such attorney, such charge in no event to be less than ten dollars.

WITNESS

NAME

ADDRESS

.....	Maker	.....Your Signature..... (SEAL)	.....Your Address.....
.....	Co-maker	.....Co-Maker's Signature..... (SEAL)	.....Co-Maker's Address.....
.....	Co-maker	..... (SEAL)	
.....	Co-maker	..... (SEAL)	
.....	Co-maker	..... (SEAL)	

ADOPTED BUDGET FOR 1964-65

(Continued from Page 21)

II. OTHER DIVISIONS

A. Division of Administrators and Supervisors

1. Division Promotion, Annual Fall Conference and Conv.	\$50.00	1,000.00
2. Department of Principals Annual Fall Conference, State Convention	400.00	400.00
a. Section of Jr. High Sch. Prin.-Annual Fall Conf. State Convention	350.00	350.00
b. Section of Sr. High Sch. Principals—Promotion of Student Activities, Annual Fall Conf., State Conv.	800.00	800.00
Principals—Annual Fall Conf., State Conv.	500.00	500.00
3. Department of Supervisors—Annual Fall Conf., State Conv.	400.00	400.00
TOTALS	\$3,300.00	\$3,450.00

B. Division of Higher Education

1. Administration and Pro.	550.00	550.00
2. Dept. of Administrators		
3. Dept. of College Inst.	650.00	650.00
4. Dept. of Student NEA-NCTA	2,000.00	2,000.00
TOTALS	\$3,200.00	\$3,200.00
GRAND TOTALS	\$131,130.00	\$142,950.50

THE NCTA CREDIT UNION

(Continued from Page 26)

drive for 1,000 members saving systematically, thus, providing \$50,000.00 operating capital during 1964, we are appealing to all NCTA, NCACT Board Members, Consultants, and principals to save at least \$100.00 with us; all supervisors \$75.00; all local unit presidents, all NCTA and district office-holders not previously mentioned, \$50.00 and others \$25.00. We urgently need 10 Credit Union members per school, per city, per county or per local unit participating in the above plan.

LOAN APPLICATIONS

The loan limit is presently \$300.00 and the interest rate is only 1/2 % per month. There are no summer payments. To be eligible to borrow, a member must have in shares, 10% of the desired loan value; \$10.00 for \$100.00, \$20.00 for \$200.00 and \$30.00 for \$300.00. If the loan is granted, we expect prompt repayments within 5 days of the due date. This is imperative to provide service to more applicants, to maintain low interest rates, to pay dividends to the members, and to maintain our state charter. There is at least a 1% interest penalty on all unexcused delinquent payments.

It requires 5 to 10 days to process a normal loan application. Fifteen minute service is offered in person, two-day service by phone or mail on loans secured by a Credit Union savings account (amount of your shares equal to desired loan value). Each application should state amount desired, terms of repayment, purpose and collateral offered to secure the loan that is requested. Loans, subject to the approval of the Credit Committee, are made for emergency needs or for any provident purpose.

We have in this issue, (page 26), a sample completed contract as a guide for you and a blank loan supplementary form. the actual contract will be filled out per your request upon receipt of your request and supplementary form. This will facilitate processing the loan.

ATA ANNUAL MEMBERSHIPS FROM NORTH CAROLINA

As Of APRIL 4, 1964

LOCAL UNIT	NUMBER
Alamance County Teachers Assn.	96
Asheville-Buncombe County Teachers Assn.	103
Beaufort County Teachers Assn.	19
Bertie County Unit	173
Bladen County Teachers Assn.	52
Brunswick County Unit	31
Burlington Unit	58
Camden County Unit	28
Caswell County Education Assn.	115
Chapel Hill Unit	14
Charles Drew Teachers Assn.	27
Dare County Unit	4
Douglas High School, Leaksville	34
Duplin County Teachers Assn.	171
Durham Teachers Assn.	4
Edenton Unit	45
Elizabeth City Teachers Assn.	42
Fayetteville State College	11
Franklin County Unit	13
Gaston County Unit	105
Gastonia Unit	47
Gates County Teachers Assn.	54
Gregory Elementary School, Wilmington	33
Granville County Teachers Assn.	101
Hamlet City Unit	26
High Point Unit	86
Hoke County Teachers Assn.	67
Iredell County Wide Unit	17
James B. Dudley School, Wilmington	18
Johnson C. Smith University	2
Jones County Unit	105
J. W. Ligon Jr. Sr. High School, Raleigh	23
Laurinburg Unit	38
Lee County Teachers Assn.	71
Lenoir County Teachers Assn.	149
Maxton Unit	6
Moore County Teachers Association	72
Nash County Teachers Assn.	12
New Hanover County Teachers Assn.	23
Northampton County Teachers Assn.	191
Oakridge High School, Lumber Bridge	24
Onslow County Teachers Assn.	100
Pasquotank County Elementary School, Elizabeth City	66
Person County Negro Teachers Assn.	104
Peterson School, Shannon	66
Pinehurst Administrative Unit	12
Polk County Unit	6
Raleigh City Unit	41
Reidsville Teachers Assn.	48
Richmond County	63
Richmond County (Leake Street High School), Rockingham	27
Roberson County Teachers Assn.	84
Rocky Mount Unit	5
Salisbury Chapter	43
Texana, Murphy Local Unit	3
Union County Teachers Assn.	32
Vance County Unit	158
Wake County Unit	282
Warren County Teachers Assn.	13
Washington County Unit	28
Yadkin County	16
Total	3,507

Why Should We Complain About Drop-Outs

when there seems to be very little being done to prevent it? During the formative years of a child's life there are often very few organized guidelines given when needed most. Yet, it is generally agreed that the early training of a child goes a long way in shaping his life. The child who has been exposed to all of the toys and mechanical devices at an early age usually develops into a very good student, and in most cases is included in the small per cent who enter college. The child with fewer advantages generally falls into the class of drop outs; very few succeed. The difference is great enough for serious thought to be given to broadening children's educational experiences, even in the lower grades.

Practical education is, indeed, expensive. Most children, however, have some kind of mechanical or practical aptitudes which they acquire at an early age. You will find small children building—sand houses, boxes; as they grow older, boys begin to make airplanes, cars; girls begin to cook and sew. Most children begin at an early age to notice the types of jobs carried on in the community by their parents; they pretend to engage in the many activities carried on in the community. It appears, therefore, that we should take advantage of this early aptitude.

Our vocational leaders may want to start some vocational training in the lower grades when the students are very enthusiastic about imitating their parents and friends — while their young minds are creative.

Much has been said about keeping the school open all year — this suggestion has some merit. Why not leave our school shops, laboratories, libraries, and gymnasiums open during

the summer with competent people or teachers in charge, and permit students to select areas of interest to pursue? Whatever area is selected, the student could be permitted to work with it and do whatever creative working and thinking he desires, under the guidance of the person in charge. The only planned program would be one planned by the students; but each student would be required to have his program approved. There would be neither grades nor examinations — but there would be an exhibit at the end of the training period. Such activities might be called "Summer Exploratory Programs." The students could select one, not more than two areas for exploration. For example, he might select a shop activity in the morning and a recreational activity in the afternoon. There would be no special classes; instead, the students would be grouped according to interest — age and sex would make no difference.

To do this, our shops, laboratories and all school facilities should be improved and enlarged in many instances, but it appears that it would be much cheaper and less suffering would be involved if more thought were given to the training of our youth, rather than to the enlarging our police forces and building larger and more institutions of correction.

It appears, also, that too much emphasis has been placed on the small percentage who go to college. Our labor force on all levels, as well as the unemployed, will come from those who fail to enter college. It would seem, then, that we should gear our educational program more to the latter group.

Will vocational education accept the challenge that our

youth has inadvertently placed before it?

The "last word" this time is yielded to Mr. W. T. Johnson, from whose article this excerpt was taken. Mr. Johnson is District Supervisor, Vocational Agriculture, and Executive Secretary of New Farmers of America.

Raleigh Teacher Elected Executive Secretary of State Drama Association

Mr. C. C. Lipscomb, English and Drama teacher at J. W. Ligon High School was recently elected Executive Secretary of the North Carolina High School Drama Association. The election took place at a state meeting held at the Raleigh High School in the early spring. Mr. C. P. Smith of Stephens-Lee High School in Asheville was elected Vice-President.

Lipscomb, who has been greatly responsible for the many drama awards received by Ligon, outlined some of the objectives of the program for the Drama Association.

"QUALITY DRAMA TO ENHANCE INDIVIDUAL GROWTH, the theme of the North Carolina High School Drama Association," he said, "is making itself felt among students and the public alike throughout the state. The purpose of the Association is to encourage dramatic art in the schools and communities of North Carolina."

The Association held District Festivals in Ahoskie, Fayetteville, Gastonia and Wilson from which twenty top-rated plays were selected to appear at the State Festival in Raleigh. Ligon, Henderson Institute, West Charlotte, and Brawley will represent the Association at the National meet in Greensboro.

The North Carolina Teachers Association Credit Union

SUPPLEMENTARY APPLICATION FOR LOAN

(Cut Out or Reproduce)

Date.....

Name

Address

How long have you lived at this address?

Last Previous employment

Are you under contract for the 1964-65 school year?.....

Teaching position

Location

How long in this position?

How Long in the Teaching Profession?

Monthly Salary

Superintendent

Office Address

Supervisor

Office Address

Principal

School Address

Home Address

Telephone

Do you own or are you buying your home?

Do you own an automobile?

Any other indebtedness? State Fully

Are you married? Single? Divorced?
(Check one)

How many dependents do you have?

Give three credit references; one must be your bank reference. List location.

1.

2.

3.

The above statements are made for the purpose of obtaining the loan, and are true to the best of my knowledge and belief.

TO BE COMPLETED BY TREAS.

SHARE BALANCE

LOAN BALANCE

LOAN STATUS

Signature of Applicant

Headquarters

CREDIT UNION OFFICE IS IN THE NCTA HEADQUARTERS BUILDING IN RALEIGH, NORTH CAROLINA.

All checks for shares and joining fees should be sent to:

Mr. F. D. McNeill, Secretary-Treasurer

N. C. T. A. Credit Union

125 E. Hargett Street

Raleigh, North Carolina

Application Blank

Name Home Address

Mailing Address

Teaching Position School

Location Social Security No.

Age Group: 50 or under 55-59 60-64 65-69
(For Insurance Purposes)

Number of shares (\$5.00 each) Total

Joining Fee \$0.25 Total amount submitted

District Local Unit

Date Signature



Things go smoother refreshed. Coca-Cola, never too sweet, gives that special zing . . . refreshes best.

things go
better
with
Coke



TRADE MARK ®

Serials
Library
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, North Carolina
Acquisitions Dept



Mrs. Elizabeth D. "Libby" Koontz, President-Elect NEA-DCT



We Work Fast at N.C.S.B.D.

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

FOR YOUR CONVENIENCE, the publishers listed below have warehoused with us a complete stock of high school, supplementary, and workbooks for use in North Carolina.

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.
Globe Book Co.

Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.
Lyons & Carnahan

McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.
Scott, Foresman and Co.

Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Richard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-THREE YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1964

North Carolina
SCHOOL BOOK DEPOSITORY
INCORPORATED

811 W. Hargett Street Telephone TEmple 2-3321 Raleigh, N.C.

EDUCATION PAYS DIVIDENDS



AMERICAN EDUCATION WEEK **NOV. 8-14**

Sunday, November 8 ... in Better Human Relations	AEW	Monday, November 9 ... in Improving Earning Power
Tuesday, November 10 ... in Personal Fulfillment		Wednesday, November 11 ... in Good Citizenship
Thursday, November 12 ... in National Economic Growth	Friday, November 13 ... in Better Communities	Saturday, November 14 ... in International Relations

N. C. T. A. OFFICERS

BOARD OF DIRECTORS

General Officers

S. E. Duncan, President Salisbury
M. M. Daniels, Vice President Wilson
Mrs. Geneva J. Bowe, Secretary Murfreesboro
Nelson H. Harris, Treasurer Raleigh

Special Officers

Lafayette Parker
Immediate Past President Winston-Salem

Mrs. Juanita Corbin
President, Association of Classroom Teachers .. Bolton

John H. Lucas
State NEA Director Durham

Mrs. Elizabeth D. Koontz
President-elect, NEA Department of Classroom Teachers Salisbury

District Presidents

Coastal Plain A. D. Smith, Dover
East Piedmont J. R. Barnes, Henderson
North Central L. H. Mosley, Gumberry
Northeastern A. R. Bowe, Murfreesboro
Piedmont C. H. Coleman, Reidsville
Southeastern J. A. Brown, Lillington
Southwestern J. A. Clarke, Charlotte
Western L. R. Campbell, Statesville

Elected Members

G. A. Page 1965
Miss Edna S. Smallwood 1965
Mrs. Jettie D. Morrison 1965
O. N. Freeman 1966
J. H. Twitty 1966
King A. William 1966
S. O. Jones 1967
M. M. Daniels 1967
Mrs. L. B. Daniel 1967

DISTRICT MEETINGS

NORTH CAROLINA TEACHERS ASSOCIATION SCHEDULE OF 1964 DISTRICT MEETINGS

Southwestern District

October 6—Highland High School—Gastonia, N. C.

East Piedmont District

October 9—Garner Consolidated School—Garner, N. C.

Piedmont District

October 14—Dudley High School—Greensboro, N. C.

Western District

October 16—Livingstone College—Salisbury, N. C.

Coastal Plain District

October 23—Atkins Sr. High School—Kinston, N. C.

North Central District

November 6—Patillo High School—Tarboro, N. C.

Northeastern District

November 13—Elizabeth City State College—Elizabeth City, N. C.

Southeastern District

November 20—Fayetteville State College—Fayetteville, N. C.

ANNUAL CONVENTION DATE APRIL 8-10, 1965 Raleigh Memorial Auditorium

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Juanita M. Corbin, Bolton

- A. Department of Elementary Teachers—Samuel Poole, Elizabeth City
 - 1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
 - 2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
- B. Department of Secondary Teachers—Robert W. Boley, New Bern
 - 1. Section of English Teachers—C. C. Lipscombe, Raleigh
 - 2. Section of Foreign Language Teachers—Ann Bowers, Concord
 - 3. Section of Social Science Teachers—Quinton K. Wall, Smithfield
 - 4. Section of Mathematics & Science Teachers—Clarence S. Newsome, Ahoskie
- C. Department of Teachers of Exceptional Children—Miss Lena Branch, Mount Olive
- D. Department of Retired Teachers—L. H. Hall, Salisbury (deceased)

Division of Specialized Education—G. L. Foxwell, Raleigh

- A. Department of Home Economics Teachers—Mrs. Eloise Branch, Raleigh
- B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
 - 1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
- D. Department of Music Teachers—Mrs. E. M. M. Kelly, Raleigh
- E. Department of Health & Physical Education Teachers. Henry Eily, Roxboro
 - 1. Section of Driver Education—Isaac Barnett, Greensboro
- F. Department of Business Education Teachers—J. V. Turner, Durham
- G. Department of Extension Education—(Unreported)
- H. Department of Librarians—Arabella B. Bryant, New Bern
- I. Department of Guidance—Mrs. Edythe R. Tweedy, Rocky Mount
- J. Department of Bible Teachers—Mrs. Eva L. Merritt, Durham
- K. Department of Art Teachers—Mrs. Helen W. Daniels, Durham
- L. Department of Audio Visual Aids—J. C. Duncan, Yanceyville

Division of School Administrators and Supervisors—E. M. Holley, Sanford (Deceased)

- A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
- B. Department of Principals—S. B. T. Easterling, Ellerbe
 - 1. Section of Elementary Principals—Elliot B. Palmer, Durham
 - 2. Section of High School Principals—N. G. Perry, Thomasville
 - 3. Section of Junior High School Principals—O. F. Hudson, High Point
 - 4. National Association of Secondary School Principals—Dr. S. O. Jones, Salisbury
 - 5. National Association of Elementary School Principals—A. C. Crowder, Goldsboro
 - 6. Association of Supervision and Curriculum Development—Alice Green, Wilson

Division of Higher Education—L. H. Robinson, Greensboro

- A. Department of Administration (Unreported)
- B. Department of Instruction—Charles A. Ray, Durham
- C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Fred D. McNeill, Jr., Acting Executive Secretary, Field Representative and Treasurer-Manager NCTA Credit Union
Mrs. E'na C. Richards, Executive Secretary, Classroom Teachers
Mrs. Della P. Perry, Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Miss Tabitha Pettiford, Secretary-Stenographer
Miss Barbara Williamson, Secretary to Executive Secretary NCTA
Miss Ludie Butler, Secretary to the Field Representative
Mr. James Jones, Buliding Custodian

FRED D. MCNEILL, JR.
Acting Executive Secretary
and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Tolliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

This Month's Cover

This month's cover features Mrs. Elizabeth D. "Libby" Koontz, of Salisbury, N. C., 1964-65 President-Elect of the NEA Department of Classroom Teachers.

—NEA Press Photo

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Seven Hundred Fifty Copies

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXIV

October, 1964

NUMBER 4

CONTENTS

Page

Special Features

National Leaders	8
Special NEA Report	14
The NEA 102nd Annual Convention	15
NEA Convention Photorama	16-17
NCTA Panorama	18-19
Membership Report	22
Audit Report	23

Articles

Project English	10
Education Policies Commission Report	11
Who Is A Supervisor?	13
Special Appeal to Guidance Counselors	18

General

Editorially Speaking	6
Newly Elected NCTA Officers	7
New Appointments	9
Classroom Teachers Corner	20
From The Editor's Desk	28
The NCTA Credit Union	29

Advertisers

North Carolina School Book Depository	Inside Front Cover
American Education Week	3
Teacher's Loan Service	14
NCTA Credit Union	Inside Back Cover
Coca-Cola Bottling Company	Back Cover

Editorially Speaking

There is a hundred million dollars (\$100,000,000) State School Bond Issue to be voted on November 3, 1964. If more of the 1,200,000 pupils and the 46,000 teachers and principals in the public schools of North Carolina are to have modern and up-to-date facilities, conducive to learning, a major construction program with STATE AID must be undertaken NOW.

The statewide bond issue will be paid off from the state's general fund. State Treasurer Edwin Gill has been quoted as saying no additional sources of revenue will be needed to liquidate the bonds. The money from the sale of the bonds will be distributed among **all** public school systems in the state on the basis of their average daily membership of the 1961-62 school year.

Almost four years ago, the successful gubernatorial candidate had education as his main platform and vitalized the term "Quality Education". The greatest tribute we could give him and ourselves is to pass this bond issue overwhelmingly.

According to State Superintendent of Public Instruction Dr. Charles F. Carroll, county and city boards of education reported that they need **7516 classrooms, 536 libraries, 484 shops, 575 laboratories, 294 home economics rooms, 482 music rooms,**

385 multi-purpose rooms, 388 lunchrooms, 236 auditoriums and 291 gymnasiums for a total of **11,187 additional rooms** to adequately accommodate the pupils enrolled as of September 1964.

County and city boards of education propose to build **5,221** new rooms in new schools on new sites, **4,554** new rooms as additions to existing schools and to renovate **1,412** rooms at existing schools.

A survey in the Spring of 1962 of all public school facilities in North Carolina showed that 14,170 of the 44,214 classrooms available at that time were built before 1930. 7,531 classrooms either built before 1920 or of combustible materials, were judged to be obsolete because of structural, mechanical, fire safety or educational deficiencies. To meet present day standards of safety and educational adequacy, buildings built prior to 1930 should receive a major renovation, or be replaced.

Many counties have reached or are approaching the Statutory limit for school bond indebtedness, or are burdened with large financial obligations for other **essential** services.

Census reports show a considerable shifting of population from the rural areas to the urban and suburban areas. As re-

sult, the urban areas must construct new school to consolidate the small schools resulting from the decreasing population.

To meet the desires of the people for better education for their children additional teachers have been provided: (a) to accommodate the increased enrollment (b) to make it possible to reduce the number of pupils per teacher (which is the United Forces for Education Number 1 Legislative Proposal) and (c) to enable the schools to expand and improve the instructional programs and services **but** more classrooms are needed for additional teachers and services.

Public school enrollment is increasing. For the 1963-64 school year, the enrollment was 1,186,658. Enrollment is increasing at the rate of approximately 21,000 students per year. During the past 15 years, the enrollment has increased from 893,745 to 1,186,658 an increase of 292,913 pupils.

The people of North Carolina, in the interest of better educational opportunities for their children, have expressed the desire for higher standards in the areas of program, personnel, organization and facilities. Will you help by registering, voting and supporting the \$100,000.00 State School Bond Issue?

ONE HUNDRED PER CENT MEMBERS

All schools **not** in a 100% local unit which were 100% for National, State and Local dues from 1962-63 through 1964-65 should notify your Field Representative to receive your 100% certificates. All school in a 100% local units will receive

certificates for the above period.

To receive 100% NEA Certificates, write

The Division of Records,
NEA
1201 16th Street, N.W.
Washington, D. C. 20036

To be included in the ATA Honor Roll, all schools and/or local units that are 100% ATA

should notify:

Dr. J. T. Brooks,
Executive Secretary
145 Ashby Street, N.W.
Atlanta, Georgia 30314

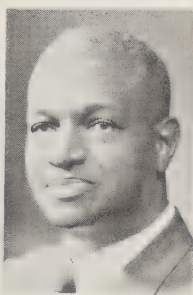
Congratulations to the Jones County Unit—NCTA who were 100% Unified as of October 4, 1964.

REGISTER AND VOTE ON NOVEMBER 3rd
SUPPORT THE SCHOOL BOND ISSUE

Newly Elected NCTA Officers

PRESIDENT

Succeeding Dr. Lafayette Parker as the newly elected NCTA President is Dr. S. E. Duncan, a native of North Carolina, and President of Livingstone College, Salisbury, North Carolina, who earned his Doctorate Degree at Cornell in 1949. He has done additional study at the University of London, London, England, and at Harvard University.



Dr. Duncan

He has served as a classroom teacher, coach, principal and State Supervisor of Secondary Schools, State Department of Public Instruction. He has instructed summer sessions at A & T College, North Carolina College, Miami University and Tuskegee Institute.

As a professional organization worker, he has worked in local, state, and national associations. He has attended more than 90% of NCTA Conventions since graduation, serving on numerous committees, and is a member of the Unified Profession, as well as a life member of NEA, and a member of the Board of the North Carolina Fund.

On the national level he has served on Educational Projects for the U. S. Office of Education, Phelps-Stokes Fund, and the National Association of Biology Teachers. He is Vice President of the North Carolina Council on Human Relations, and has done extensive research in the field of education, contributing to many outstanding national and state publications.

RECORDING SECRETARY



Mrs. Bowe

Serving her fifth term as NCTA Recording Secretary is Mrs. Geneva J. Bowe, a native of Hertford County. Holding the B. S. Degree from Elizabeth City State College, she received the Masters of Arts Degree in Supervision and Curriculum Development at Teachers College, Columbia University.

Mrs. Bowe has been Supervisor of Hertford County Schools for ten years; a member of the State Advisory Committee on Teacher Education and Professional Standards; a members of the Executive Committee of District I of the North Carolina Colored Parents and Teachers Association. She is recording secretary of the North Carolina Teachers Association, and Secretary Clerk of Pleasant Plains Baptist Church of which she is a member.

VICE PRESIDENT

The new NCTA Vice President is M. M. Daniels, a native of Greenville, North Carolina, who received his early training in the public school system of that city. He is a graduate of Shaw University and holds a Master of Education Degree in Administration and Psychology from Pennsylvania State University. He has done further study at the University of California, Los Angeles, California.



Dr. Daniels

A member of the Unified Profession, he is also a life member of NEA, member of the American Teachers Association, the National Association of Elementary School Principals and past president of the Eleanor P. Reid Teachers Association, Wilson, N. C.

He is president of the National Alumni Association of Shaw University and recent past president of the newly organized North Central District of NCTA, Secretary of the Deacon Board of First Baptist Church in Wilson, N. C., Treasurer of the Eleventh District of North Carolina Congress of Colored PTA, and a member of the Omega Psi Phi Fraternity.

Daniels is presently Principal of the Elvie Street Elementary School in Wilson, N. C., having served previously as the principal of Brown Summit School, Brown Summit N. C. and the Sallie Barbour School, Wilson, N. C.

TREASURER



Dr. Harris

Re-elected as NCTA Treasurer was Dr. Nelson H. Harris. He holds the A. B. Degree from Virginia Union University and the A. M. and Ph. D. Degrees from the University of Michigan.

Professional Memberships — American Association of University Professors, National Society for Study of Education, NEA, NCTA, and a member of the North Carolina State Curriculum Committee. He has also served as chairman of the TEPS Committee of NCTA. A member of the Pi Gamma Mu and the Phi Delta Kappa Societies.

Dr. Harris has done additional study at Columbia University, Rutgers University, the University of Chicago, and New York University, and has contributed research articles to numerous educational journals.

National Leaders



Mrs. Elizabeth D. Koontz, a special Education Teacher of Salisbury, North Carolina, is the 1964-65 President-Elect of the NEA Department of Classroom Teachers. She is occupying the highest post ever held by a Negro in the NEA Department of Classroom Teachers, representing 825,000 teachers from all over the country. Many former DCT presidents have gone on to become president of the NEA.

"Libby's" election is a tribute to all educators especially North Carolinians. Serving two terms as NEA-DCT secretary from 1961-63, vice-president 1963-64, Mrs. Koontz will assume the presidency of The NEA-DCT in June 1965. In May 1962, she was one of two classroom teachers who traveled to West Berlin to observe the effects of the Berlin Wall on Education. She returned recently from a trip to Russia.

Among other offices held by Mrs. Koontz are two terms as president of the Salisbury Unit NCTA, two terms as president of the NCACT and vice-president of the Western District of the North Carolina Teachers Association.

She is a member of the North Carolina Chapter of The Council For Exceptional Children, The Governor's Commission On The Status Of Women, The Family Life Council of Rowan County and the National Association for Retarded Children.

Mrs. Koontz served as a member and vice-chairman of the NEA's PR+R Commission and is currently the chairman of the NCTA PR+R Commission. She is a member of the Board of Directors of the North Carolina Teachers Association, a member of the NCTA-NCEA Liaison Committee and a member of the NEA-DCT Advisory Panel.

Her husband Harry L. Koontz, is also a teacher and coach. Three brothers and a sister are educators. One brother, Dr. Samuel E. Dun-

418 South Caldwell Street
Salisbury, North Carolina

Dear Colleagues:

It is quite difficult to express adequately one's appreciation for the support of his professional family in a comparatively new venture. It is probably impossible to say in words what one feels as he realizes the magnitude of his responsibility.

But, it must be clearly understood that I shall exert every effort to perform in a manner of which you can be proud; and ever mindful that you provided the opportunity for the experience that I anticipate in the positions of president-elect and ultimately, president of the Department of Classroom Teachers of our National Education Association.

I shall need your continued support, encouragement, and prayers. I pledge mine to you.

Sincerely,
LIBBY KOONTZ

can, is President of Livingstone College, president of the North Carolina Teachers Association and serves on numerous state and national boards. A sister, Julia B. Duncan is registrar at the college and brothers, Fred B. Duncan and J. C. Duncan serves as school principals in Concord, New Hampshire and Yanceyville, North Carolina respectively. John B. Duncan and William Duncan, the fourth and fifth brothers, are a District of Columbia Commissioner and Veterans Hospital staff member of Salisbury, North Carolina, respectively.

Dr. Lois V. Edinger, assistant professor of Education, the University of North Carolina at Greensboro, North Carolina, assumed the presidency of The National Education Association during the 102nd Annual Convention in Seattle. She succeeded Robert H. Wyatt, Executive Secretary of the Indiana State Teachers Association.

She has been vice-president of the NEA-DCT, president and vice-president of NCEA, president and vice-president of the NCEA Division of Classroom Teachers and has held numerous posts on local, state and National Education Committees.

She started out teaching in the Piedmont towns of North Carolina and moved on to become a pioneer in television teaching in the state from 1957 to 1960.

Her deep feelings about Civil Rights and Politics merged in her campaign for the NEA presidency. The first southerner to be elected to head NEA since 1957, she explained her beliefs in individual freedom as follows: "Everyone has the right to develop all his capabilities to the fullest."

Dr. Edinger served on the NEA's PR+R Commission from 1958 to 1962. A life member of NEA and NCEA, she is a member of the Governor's Commission on Educational Television, National Council for Social Studies, Delta Kappa Gamma and the Business and Professional Womens Club.

New Appointments



ELLIOT B. PALMER

On October 8, 1964, the Board of Directors of the North Carolina Teachers Association announced the appointment of Elliot B. Palmer, as the new Executive Secretary to succeed Dr. Charles "A" Lyons, Jr. Currently the principal of Lakeview Elementary School Durham County, Mr. Palmer expects to assume his new duties around November 1, 1964.

He has served as chairman of the Board of Directors of the Piedmont District NCTA, president of the School Masters Club of Durham and Orange Counties, president of the Durham County Unit NCTA and president of the NCTA Department of Elementary School Principals.

A native of Durham and a 1951 graduate of Hillside High School, he earned the B.A. and M.A. degrees from North Carolina College in 1954 and 1963 respectfully with additional study at Duke University, Durham. Very active with numerous civic and fraternal organizations, he is a mason.

Married to the former Marjorie Taylor of Vance County, they have one son, Elliot B. Palmer, Jr., age 15 months. A noted orator, his record of professional service and leadership recommends him for the job he will now undertake.



FRED D. MCNEILL, JR.

By recommendation of the Interim Committee, the NCTA Board of Directors on September 26, 1964, appointed Fred D. McNeill, Jr., current Field Representative and Treasurer NCTA Credit Union, to serve as Acting Executive Secretary until a permanent successor to Dr. Charles A. Lyons could be selected.

Due to the resignation of Mrs. Barbara H. Douyon, Mr. McNeill is also serving as Acting Coordinator of Publications. He assumed both positions during the interim after serving on the staff for one year.

A former biology teacher and football coach at Mary Potter High School, Oxford, North Carolina, he is a native of Durham and a 1949 graduate of Hillside High School. Earning the B. S. and M. S. degrees in 1953 and 1957 respectfully from North Carolina College, he later studied at the University of North Carolina at Raleigh, North Carolina College and Wisconsin State College. He is married to the former Miss Myrtle Jones of Burgaw, North Carolina, a classmate who serves as a librarian in the Durham City System. They have two daughters, Sheila Colette 6, and Veta Runette 5.

PROJECT ENGLISH

Material for this report on Project English, presented by Mrs. Lula Pearl T. Atwater, was taken from "An Announcement from the Office of Education, Department of Health, Education, and Welfare," February, 1962.

Mrs. Atwater is an eighth grade teacher of Language Arts at Apex Consolidated High School in Apex, N. C.

WHAT IS IT?

Project English is an undertaking by the United States Office of Education, with budgetary support from Congress designed to make a key contribution to raising the quality of English instruction. The Office's concern for English is related to a larger concern for the quality of instruction in all fields; however, as a basic discipline affecting all instructional fields, English has a priority. There is a serious threat to a cumulative educational balance when basic deficiencies are attacked piecemeal. As a basic discipline in the educational structure, English needs to be strengthened.

Through the application of a small amount of Federal funds, and of the professional resources of the Office at strategic points, the project seeks to complement systematically the existing efforts of various groups already contributing significantly to the same objective, thus multiplying the impact of such efforts. In consultation with these groups, the office will sponsor an increasing amount of research and experimentation in the area of English instruction. Specifically, it will contract with universities for the establishment of centers to develop curriculum materials and methods, will provide for dissemination of new knowledge, materials, and other resources for the improvement of instruction, and will seek to facilitate

the growth of a vigorous quest for quality in English on the part of schools and colleges.

At the initial stage of the project, the areas of reading, composition, and related skills are to be specially emphasized, since the congressional appropriation act implies primary interest in these aspects of the English curriculum. Proposals dealing with the teaching of literature are likely to receive favorable consideration if literature is treated as a component of an integrated English program.

The undertaking embraces in principle the teaching of English at all levels from kindergarten through the graduate school, though the most promising areas to examine at this time are elementary and secondary levels and the first two college years.

The project has both study and action facets: it seeks improvement in our knowledge of problems affecting English instruction and more vigorous application of what is already known about them. The implication of improved knowledge and technique for the preparation and training of teachers suggest the ultimate possibility of institutes along the lines of the Language Development Program under the National Defense Education Act, and in some respects, of those supported by the National Science Foundation.

SPECIFIC ACTIVITIES

Basic and Applied Studies

Under the authority of Public Law 531, the office receives annual appropriations "to enter into contracts or jointly financed cooperative arrangements with universities and colleges and state educational agencies for the conduct of research surveys, and demonstrations in the field of education." Research planning activities may include

contracts for: (1) the ordering and synthesizing of existing research, and (2) for conferences and research designs and specific proposals. Basic and applied studies pursuant to such proposals, among others, are supported through Public Law 531 Cooperative Research contracts. Proposals in the area of Project English will be submitted to a Research Advisory Committee composed of outside experts who are appointed by the commissioner of Education.

Curriculum Study Centers

The development of new instructional materials and methods will be provided for through the establishment of Curriculum Study Centers at selected universities. These Centers, the most distinctive feature of Project English, are strictly development and are directed toward the production of immediate and tangible resources for improvement of instruction. They may, in cooperation with state and local educational leaders, (1) consider the present aims and nature of the English curriculum and make new proposals; (2) develop sequential patterns for teaching reading, composition, and related language skills, based on research in human growth and development and the teaching-learning process; (3) test promising practices and materials in teaching the various facets of discipline; (4) develop curriculum recommendations and materials.

Project English is not intended to secure the adoption of a particular curriculum, but to stimulate nationally an enterprising attitude toward improvement by supporting diverse kinds of activities which promise to result in improvement. Universities submitting proposals for the establishment of centers may define their

(Continued on Page 26)

Education Policies

Commission Report

Editor's Note: The Educational Policies Commission, sponsored by the National Education Association and the American Association of School Administrators, has released a major new report entitled "The Public Interest in How Teachers Organize." In this article the NC Teachers Record presents the full text of the report.

If the quality of education is of importance to this country, then the way educators organize is also important. For an organization of educators influences the quality of the schools. Yet the public, and some members of the teaching profession as well, seem unaware of the relationship. They may know that certain labor leaders are now making a concerted effort to organize teachers in labor unions, and thus to displace the type of organization which is and long has been dominant. But many do not recognize that this matter affects what happens in the classroom; and many have not considered whether it is wise to apply industrial practices and procedures to the educational situation.

The contributions of labor unions have not been to the worker or to the nation's economic strength alone. Organized labor has also given strong support to the development of public education, and it is to be hoped that this support will not flag. But labor organizers are now raising a different question—whether methods which have served the industrial worker well are appropriate for teachers. The Educational Policies Commission believes that these methods are not suitable in the educational situation.

Organizations of educators traditionally have been based on the following general principles: Education is a service profession. It can render its full service to the public only through persons who are competent and who work in conditions that permit them to use their competence. The major purposes of professional organizations in education are to promote excellence in the work of educators, to generate public support, and to protect and advance the interests of their members.

To serve these purposes, professional organizations in education need a broad and varied program. That is why most of them work at many different tasks:

- enabling educators to share in and contribute to the knowledge and insights of their profession
- Seeking the salaries, social status, and conditions of work that will make teaching a rewarding calling and attract more excellent people to it



- recruiting able people for professional service and helping to improve their preparation
- doing advanced thinking and planning for education
- compiling and publishing data needed for public and professional decisions regarding the schools
- keeping the public informed about the schools
- making the voice of educators heard, at all levels of government and among all segments of the population, in behalf of financial and other public support of the schools
- protecting justice and morale by investigating cases of alleged misconduct on the part of educators and others and recommending appropriate action
- protecting the integrity and morale of members of the profession through such provisions as insurance, retirement plans, and security in their professional positions.

These are the contributions to the quality of education which a professional organization can make. Indeed, they seem beyond attainment unless teachers and those who work with them organize, and organize with these ends in view. Furthermore, these ends cannot be attained unless the organization is independent and unless it promotes the unity of classroom teachers, administrators, and other educators.

Independence is important because public education is for all the people. The people entrust their children to the schools when they have confidence in the impartiality of teachers; that confidence is fostered by independence. Moreover, public education is a financial responsibility of all segments of society—not just of organized labor, not just of management, not just of any other group. Its basic strength lies in developing and maintaining the support of the entire society. Professional organizations in education often can improve their services to educators and to education by working with other groups, but their independence must be preserved.

Similarly, professional unity is a precious asset. Effective teaching is a product not only of the quality of the teacher, but also of the quality of the support the teacher receives. Effective teaching requires many supporting services, such as libraries and librarians, subject matter specialists, guidance personnel and services, experts in instructional resources and methods, and support in logistics and planning. School administration is the process by which services are marshaled in support of the teacher. The effective teacher organization is therefore one which helps teachers to act in concert with other members of the professional team.

In the plan of teacher organization which is being promoted by certain labor leaders, the undermining of professional independence and of professional unity would be sought as a matter of policy. Teachers organizations would sacrifice independence by becoming affiliates or organized labor. Further, by following labor traditions and practices, they would act in terms of the conflict of interests which has generally characterized relations between labor and management. Specifically, they would sacrifice professional unity by tending to regard administrators and school board members as opponents of teachers rather than as their partners. The result would be to jeopardize the quality of the public schools.

Affiliation with a single segment of society would impair confidence in teachers among many of those who must be willing to send their children to the public schools and to pay the bills of public education. Moreover, by allying themselves with a single element of society, teachers would reduce their influence on legislators and other officials representing other views or other constituencies.

Promoting a cleavage between teachers and administrators can be all but catastrophic to the quality of a school. It makes increasingly difficult the cooperative solution of problems and the cooperative meeting of needs. It diverts energy and morale from the educational task. It undermines the very structure which has been created to service the teachers' efforts on behalf of pupils. Yet that is precisely what some organizers of teachers would seek. It is particularly unfortunate that this challenge to the independence and unity of educators, and hence to the quality of education, is coming from representatives of organized labor, who traditionally have been among the supporters of the public schools. It is equally regrettable that divisiveness between teachers and administrators has been promoted by some independent teachers organizations. Whether independent or union-affiliated, teachers or administrators who damage the unity of the profession damage the cause of education.

It is not only harmful but fallacious to assume that the labor-management relationship applies

in public schools. Teachers and superintendents are not private employees, and school boards are not private employers. No owner or investor makes a profit, in the usual sense, from the employment of educators. In education all should be, and most are, engaged in pursuit of a common goal—the best possible education for students.

It is true that school board members, superintendents, principals, supervisory personnel, classroom teachers, and even teachers of different subjects or levels inevitably have different, as well as common, areas of concern. They may disagree with each other on many matters, and their right to do so must be protected regardless of position in the school system. But differences among those who deal with schools should not extend to the basic dedication of all to the welfare of students. That common dedication is the only reliable foundation for resolving disagreements without disrupting the effective operation of the schools. Where a cooperative spirit does not exist, it should be urgently sought, not hindered.

When all parties are dedicated to the public service, their legitimate disagreements can be resolved with the assistance of agencies which thoroughly understand the unique characteristics and needs of public education. Such agencies can be set up either privately or by state and local educational bodies. But agencies of labor mediation appear to be unsuitable because their procedures are based on conditions which are not relevant to education, because their primary concern is not education, and because their knowledge of education is likely to be limited.

Thus, the application of labor-relations practices is detrimental to the public welfare and to the professional and personal interests of teachers. It has even resulted in cases in which unionized teachers have refused to cross picket lines established around schools by unions in jurisdictional disputes with one another. This disregard for the welfare of children and of the public is a flagrant rejection of the ideal that education is a service profession. A matter which has no reference to education must not be permitted to control the actions of teachers organizations.

An organization of educators should have the following characteristics: it should perform many of the functions which contribute both to the betterment of the schools and to the welfare of the teachers; it should be organized independently; and it should promote the unity of teachers, administrators, and other educators. An organization which is consistent with these characteristics helps teachers to do their best for the pupils and for themselves. But organizations which are inconsistent with these characteristics diminish the effectiveness of teaching. That is why the way teachers organize is of great public importance.

Who Is A Supervisor?

Who is a Supervisor? Perhaps Kimball Wiles' definition may amply serve our purpose. He says, any official leader, superintendent of schools, principal, department head, or staff officer is a supervisor. If we can accept Wiles' definition, then we are ready to proceed to two other basic assumptions, in which we must find common agreement: 1) The basic function of supervision is to improve the quality of learning situations for learners; 2) Supervision is a service activity that exists to help teachers do their job better. Therefore, the supervisor's function in the school is to help teachers release these potentials.

It is absolutely necessary that we agree on the aforementioned assumptions before we can circumscribe any nondesirable or desirable practices or techniques of supervision. Our philosophy of supervision will be reflected in our practices. If we think of a supervisor as an inspector or as one who rates another, then our techniques of supervision will be geared to this end. On the other hand, if our philosophy of supervision is that of helping a teacher to develop self-direction so he can be less dependent and more competent to teach, according to his philosophy, our techniques of supervision will be quite different.

Supervisors are on the spot today. Dr. Kara Jackson, National Jeanes Supervisor, says that there is a decrease in the number of general supervisors in most southern states. Dr. Charles F. Carroll finds it rather hard to convince the Legislature of North Carolina that more supervisors are needed. In Pennsylvania when Mort and Cornell asked 2,416 teachers where they secured ideas for changes they had made or would like to make, only thirty-five mentioned the local supervisor. From this same study, it was learned that teachers ranked suggestions from local supervisors twenty-third on the list of sources of new ideas. A new image is, indeed, needed in supervision. Also, more and better supervisory practices must be found.

Where shall we go to get help? What are the reasons behind this downward trend in supervision? Will school supervision survive?

As social scientists have done, we should first take a view of the world situation. From this view we may see what has happened to our world within the last one and one-half decades, which has affected our whole educational pattern. Perhaps we should come to the realization that education is not isolated from the changes that are occurring in our world. Moreover, all educators must accept their new role in the rapidity of these changes, and help children to cope with them. To do this, all educational leaders themselves must first be ready to meet the impact of change, as

does the astronaut when he re-enters the atmosphere. The new supervisor must have the maximum of understanding in a variety of areas.

Human Relations. He needs to understand that people everywhere have made their bid for freedom and will accept nothing less. This fact has influenced our practices in school supervision, as well as in civic life. The supervisor must have a different image. No longer will the teacher look upon him as an expert or superior who has status by virtue of his position. From now on, status must be earned by the supervisor's skill in human relations, in leaderships, in group dynamics, in evaluation and knowledge of subject matter.

Impact of automation. School leaders must understand the effect that rapid change will have on the lives of present and future generations. Industrialization has altered the traditional pattern and conception on our economy. In 1820, 71.8 per cent of the United States labor force was employed in agricultural pursuits. This number was reduced to 15 per cent by 1950. Trade, transportation, clerical and selling occupations engaged only 10.8 per cent of our gainfully employed in 1870; by 1940, this percentage had shifted to 30. In 1820, approximately 80 per cent of the people were self-employed; in 1950, only 15 per cent, including those in agriculture and the professions, were working for themselves. No longer can a man say what was good for father is good enough for son. The work that parents did will, more than likely, not be the kind their children will do. Science and technology have affected the cultures of the people of the United States and the world. It seems to me that educational leaders must continually look at their curriculum and keep it up to date, so that it meets the needs of learners. Permit me to quote from *Reader's Digest* entitled, "Why Johnny Can't Get a Job."

Last year, approximately a million teenagers ended their schooling and looked for work. Not long ago, these youths could be absorbed in industry or on the farm. But galloping automation has wiped out two million blue-collar jobs in the last five years. (In farming alone, 800,000 jobs have vanished since 1957). True, automation has created 3,500,000 new jobs in service industries—in stores, garages, banks, real-estate offices. But these jobs require training. And so many of our young people lack the needed training that one boy out of every five between 16 and 19 fails to land a job. Automation, the, like a huge searchlight, makes painfully visible a

(Continued on Page 25)



Special NEA Report

STATEMENT MADE TO NEA DELEGATE ASSEMBLY

Friday, July 3, 1964

by

Dr. Charles "A" Lyons, Jr.

Executive Secretary

North Carolina Teachers Ass'n.

Raleigh, N. C.

Mr. Chairman, Members of the Assembly, I am Charles Lyons, Jr., Executive Secretary of the North Carolina Teachers Association and I speak for those members of the North Carolina delegation who are members of the North Carolina Teachers Association and for the more than 11,000 NCTA members who are members of the NEA. I rise to speak in support of the amendment to resolution 12.

I should like to preface my remarks by this statement. In North Carolina we have honest and frank difference of opinion on this and other issues as I imagine is true in all other states. On the other hand, it is my honest opinion that the adoption of this amendment will support, lend weight and give encouragement to our present efforts in North Carolina and the present and future efforts in other states.

There is nothing punitive in this amendment, nothing coercive or harsh. It does only two

things: (1) requires the removal of all racially restrictive clauses from a state association's constitution by July 1, 1966 and (2) requires the presentation of a plan of integration or merger (I choose to call it merger) by July 1, 1966, a plan of merger agreed on jointly by the leaders of the two associations, sitting down around a table, on the basis of mutual equality, each recognizing and respecting the integrity, the dignity and the worth of each other.

Why merger? Because in merger each person would be accepted on his own merit and for his own worth. Moreover, in merger each professional association will be recognized as such on the same footing as every other association.

Merger in this context means: the combining, uniting, or coalescing of the two associations; the blending of the two associations gradually by stages that will eventually blur the distinctiveness of the two; and finally the combination of the two associations into a NEW association.

Merger means the making of a whole new association by the combination and adaptation of the two pre-existing associations. This point needs to be made plain and emphatic because it is doubtful that many people are using the words "to integrate" as being synonymous with this concept. It is most likely that many who speak of integration are in reality talk-

ing about "assimilation." With assimilation, we are talking about the rapid absorption of the Negro association and the complete loss of its identity and influence. When advocated, it usually is with the implication that those qualities and programs which make up the Negro associations should be pushed aside as valueless while the individual Negro progressional educator conforms to behavior patterns and professional organizational arrangements and programs approved by the white associations. The white would dictate the terms of unification. We emphatically reject such a view and insist that merger, as here described, is the only ultimate goal worthy of pursuit.

Mr. Chairman, we believe that it is time for the NEA to take this positive step and give positive and courageous leadership in this vital area of the work of our association. We therefore, strongly support this amendment and urge this assembly to do likewise.

TEACHERS! BORROW \$50 to \$300 BY MAIL

Quick! - Easy! - Private!

Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home **BY MAIL** on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

TEACHERS LOAN SERVICE, Dept. F
BRUNDIDGE, ALABAMA

Name
Address
City State

The NEA'S 102nd Annual Convention

At the NEA's 102nd Annual Convention in Seattle, Washington this summer, a resolution aimed at eliminating racial membership requirements in the affiliated associations of 11 southern states was passed by voice vote. The measure will require NEA affiliates to present plans (jointly determined) to integrate membership by July 1, 1966. If an affiliate does not comply, the resolution states that the NEA Executive Committee "shall have the discretionary powers to take necessary action." This could mean the affiliate concerned could be censured, suspended, given more time to work out difficulties, or expelled. The NEA Executive Committee will decide what to do in the best interests of the NEA.

Passage of the resolution came just one day following the signing of the 1964 Civil Rights Act into law by President Johnson.

Prior to the Supreme Court desegregation ruling of May 17, 1954, separate affiliates for Negro and white teachers existed in 18 states including the District of Columbia. By 1963, the figure was reduced to 11. By mandate of the 1963 NEA Representative Assembly, state and local associations were urged to set up consultative committees to facilitate merger of dual affiliates.

The merger resolution was a softened version of an earlier resolution adopted by the Department of Classroom Teachers, which represents 825,000 teachers. The DCT resolution called for affiliates to take immediate steps to remove racial requirements on membership by July 1, 1965. Failure to comply, said the resolution, would result in the withdrawal of recognition of these associations by the National Education Association. It passed by the

slim margin of 1,004 to 985, exactly 19 votes.

While the big controversial issue at the convention was civil rights, some 6,200 delegates heard plenty about the threat of unions taking over the teaching profession and attacks by extremists on educators. Dr. Carr, NEA Executive Secretary, said 1965 will be a year of decision for the NEA in its fight with unions. He said 1963 was the turning point and 1964 marked out the battle lines. He called attention to the continuing efforts of the AFL-CIO to organize teachers.

In a major convention ad-

dress, U. S. Commissioner of Education, Francis Keppel told the convention that the "war against segregation is education's war." "Secondary issues confuse, divide and frustrate the struggle. Conflicts over neighborhood schools, mobile classroom, compensatory education and school buses are bringing the cause of integration into a collision course with the quality of education," Keppel stated.

Keppel urged the delegates to strengthen their natural alliance with the civil rights movement. "If we must choose, I choose integration", declared Keppel.

AMENDMENTS TO RESOLUTION NO. 12

An important goal of education is the elimination of prejudice and bigotry from the public mind. As educators, we are dedicated to the principle of equal rights for all.

In light of these principles, the Representative Assembly instructs the officers and directors of the National Education Association:

1. to direct all local, district and state associations affiliated with the National Education Association to take immediate steps to remove all restrictive membership requirements dealing with race, creed, or ethnic groups.
2. to take immediate action to develop plans to effect the complete integration of all local and state affiliates whose memberships are now limited to educators of specifically designated racial, religious or ethnic groups.

Affiliates whose memberships reflect the above mentioned restrictions shall be given until July 1, 1966 to revise their constitutions and by-laws, where necessary, to take whatever steps are required to expedite the complete removal of all restrictive labels, and to present a plan to effect the complete integration of their associations.

SHOULD AN AFFILIATED ASSOCIATION FAIL TO COMPLY WITH THESE REQUIREMENTS BY JULY 1, 1966, THE EXECUTIVE COMMITTEE SHALL HAVE THE DISCRETIONARY POWERS TO TAKE NECESSARY ACTION.

Presented by Dade County (Fla.)

Classroom Teachers' Assn.

Revised 7-2-64

NEA Convention Photorama



1. In the N. C. booth with Mrs. Clara Owens of Williamston and Mrs. Edna Richards of the NCTA staff. 2. Mrs. Agnes Browning of Yanceyville being registered by Mrs. Ruth Jones of Rocky Mount at the DCT Registration table. 3. The first NCTA caucus. 4. "Libby" Koontz beginning acceptance speech after nomination by Mrs. Nelle A. Coley of Greensboro in DCT Representative Assembly. 5. Mrs. Juanita Corbin of Bolton, NCACT State President serving on the NEA-DCT Resolutions Committee at the DCT Business Session. 6. Mrs. Margaret Wilson of Kings Mountain, NCACT State President-Elect counting hands "in favor of" during a roll call vote on the NEA-DCT Resolution on merger.

Are **YOU** on the line?



BECAUSE there is a good connection, teachers all over the country can communicate with each other and share their ideas and points of view. You're on the line when you read the NEA JOURNAL, which goes each month to nearly a million teachers. You are also on the line when you read some of the 1,000 or so other NEA publications on education.

Says GLENN HENDRICKS, who teaches in a dependents school in Bamberg, West Germany, "I always read the NEA JOURNAL carefully to keep up to date with my teaching and to keep abreast of educational developments in the states and elsewhere." Because he is on his toes professionally, Mr. Hendricks was chosen to serve as an NEA delegate at European meetings of the World Confederation of Organizations of the Teaching Profession in Amsterdam and Stockholm.

Time after time something in an NEA publication puts someone on the line for valuable professional help. Have you used NEA materials? Do you use them regularly in your work?

PROFESSIONAL education associations, like the telephone, are at hand ready for our use. But making a good connection is up to you and me. We must get *on the line*.

Our education associations—the National Education Association and the local and state affiliates—provide a relay system for your voice and mine on professional matters. They link us together in a common circuit.

Our voices are heard *professionally* when there is a good connection. Over nine hundred thousand separate educators can express themselves as a single great voice, an influential force in creating and maintaining better schools and better working conditions for teachers.

Professional membership drives are now under way in communities throughout the nation. Please share this eight-page feature with other teachers—especially those who have never been NEA members. By providing a broader understanding of the NEA, it will help the membership drive in your community. This feature is appearing both in the *NEA Journal* and in a number of state association journals. For reprints, write to the National Education Association.



THELMA RAYMOND of Washington, D.C., is definitely on the line, although she retired several years ago from active teaching service. Because of the combined effective efforts of her associations, she receives a retirement income on which she would have owed about \$900 in federal income taxes last year. But because of a bill sparked by NEA which was enacted into law in 1954, and amended in 1962, Miss Raymond is entitled to a tax credit on retirement income that wipes out \$304.80 of her federal income taxes.

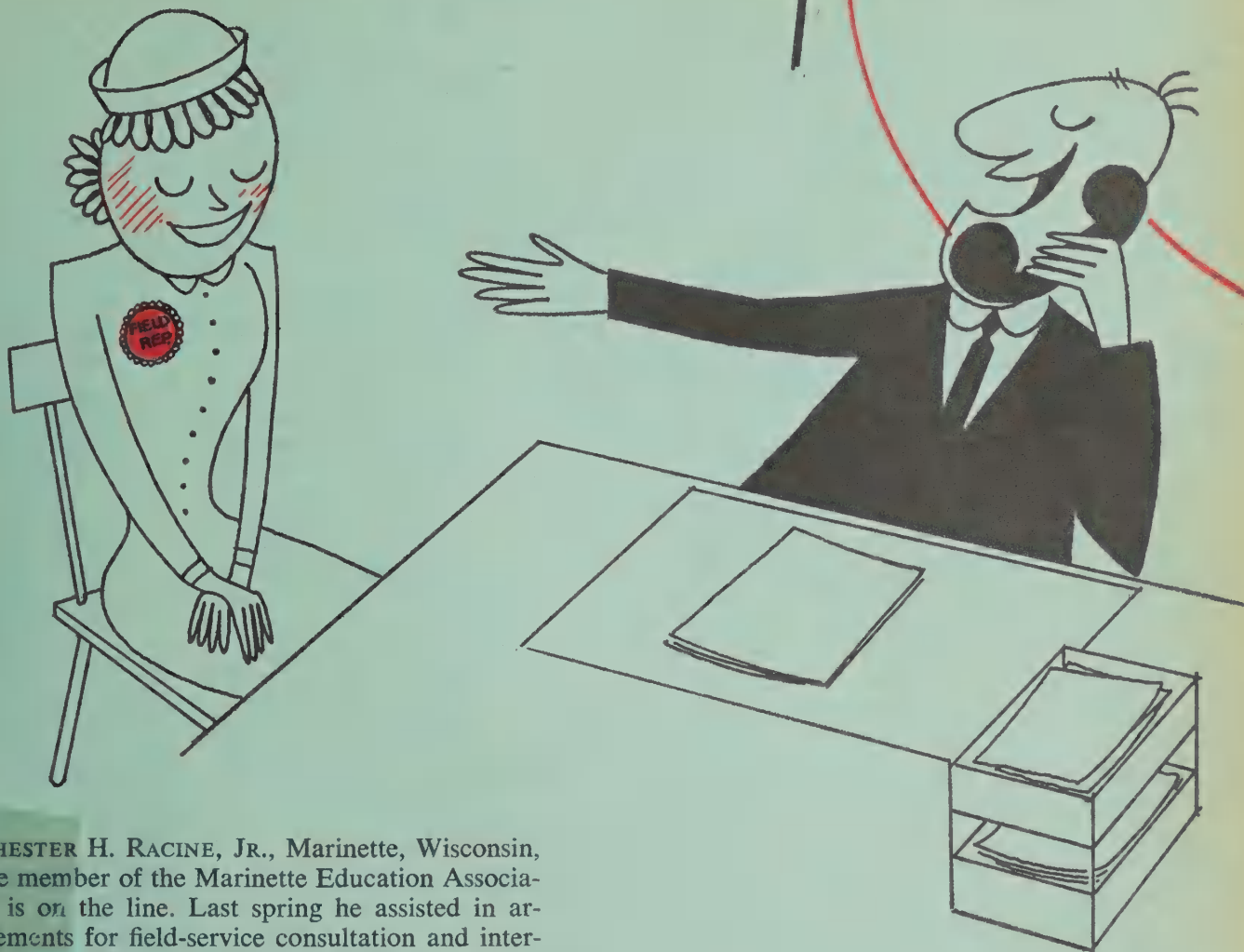
"And think of it," she says, "this kind of saving comes year after year!" From this one piece of association-sponsored legislation, thousands of retired teachers are getting back many times the amount of their total association dues while they were teaching. And of course our professional associations continually work to improve retirement benefits for teachers.

WHEN MRS. MARTHA WEBB,* a teacher in Westboro,* New Jersey, filed her federal income tax return in 1961, she was glad she was on the line. On an NEA-arranged tour of Europe the previous summer, she had been enrolled in supervised study courses for graduate credit under the direction of a staff member of an Illinois university.

Mrs. Webb's deduction of basic expenses in the amount of \$1,385.90 was at first denied, but the full amount of her claim was eventually allowed, thanks to the NEA and the state association.

Mrs. Webb knows that such deductions would be much easier to make under the Griffiths Bill, HR 9709, which her associations have been working to get through Congress recently. This legislation would facilitate the deduction of educational expenses, including certain travel expenses.

* Names of person and town have been changed, but this is an actual case.



CHESTER H. RACINE, JR., Marinette, Wisconsin, active member of the Marinette Education Association, is on the line. Last spring he assisted in arrangements for field-service consultation and interviews by an NEA and state association representative with school, community, and association leaders.

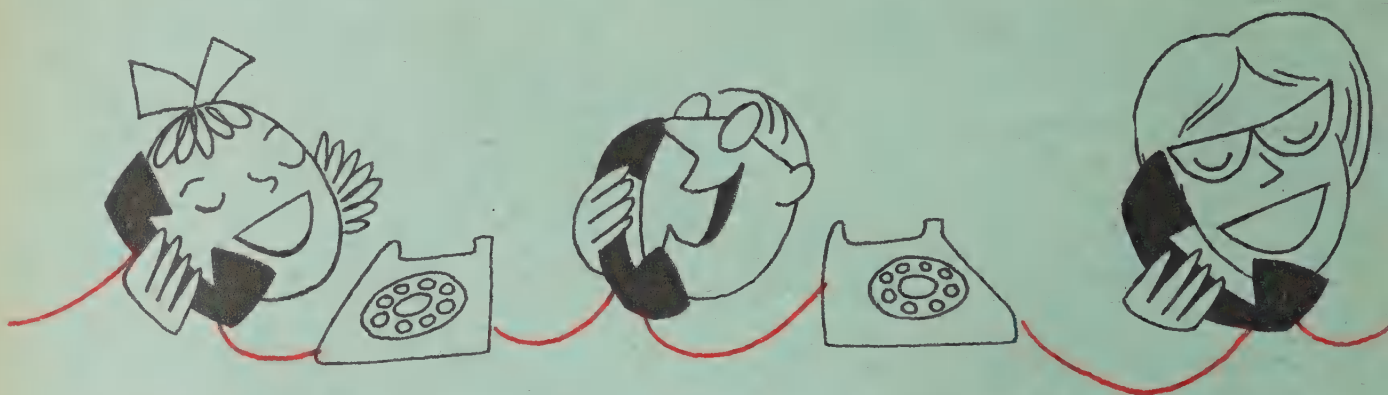
"By meeting with us and with other community leaders, your field representative created an atmosphere of mutual confidence and the will to cooperate as we began negotiations among teachers, board of education, and the city council with respect to a new faculty wage schedule," Mr. Racine states.

"Moreover," he adds, "this work has resulted in a continuing unity of purpose and the habit of going ahead together. Now we feel that the whole community is interested in the problems of the teachers and the schools, and our joint effort goes beyond the original concept of improved wage and working agreements."

In a typical year, NEA officers and staff members appear at as many as 2,300 meetings, contacting over half a million educators in the process.

DEMONT HOWELL of Ephraim, Utah, is on the line. While working on a thesis, he came up against a blank wall in trying to find essential information. NEA's Research Division supplied him with bibliographies and resources not available at his university or in his community.

Says Mr. Howell, "The NEA provided me not only with a bibliography of published materials but also with mimeographed and typed reports of recently completed work that had not yet been published. This service was of great value to me." About 20,000 NEA members will receive helpful information in response to their direct inquiries this year, in addition to the thousands more who will be helped by their respective state associations.



A HILDA MAEHLING Fellowship grant in 1963 put JOHN ROGERS from Morgan City, Louisiana, on the line. One of four teachers selected that year to receive a grant, Mr. Rogers spent his grant on a summer session at the Rochester Institute of Photography, where he studied the creation and construction of photographic audiovisual aids. He not only creates and constructs aids for use in his classroom but also shares his technical know-how with other teachers in his school.

Twelve Hilda Maehling Fellowships have been awarded thus far: two in 1961, three in 1962, four in 1963, and three in 1964. Classroom teacher contributions, encouraged by professional associations at all levels, have provided a \$100,000 permanent fellowship fund.

RONALD E. CARLSON of Denver is on the line. He is one of several teachers getting a salary raise of \$500 or more this year because his profession spoke out effectively for him. He teaches in a school system with a high percent of NEA members and with a local education association active in a wide range of professional interests. In obtaining this raise for teachers, his local association used NEA salary goals and NEA research facts. A member of his local salary committee received this information at a 1963 Salary School which he attended. The committee also used helpful information supplied by the state association. In developing the new schedule and in making its presentation to the school board, the committee followed suggestions given by one of NEA's three salary consultants.



TEACHERS in Gadsden, Alabama, are on the line. They are involved in a system-wide curriculum study, prompted by NEA's Project on Instruction and helped by NEA resources, including consultation service by the associate director of the NEA Center for the Study of Instruction.

Beginning in 1963, a faculty committee in each Gadsden school studied and commented on each of the Project's four major reports as these became available. This year the committees have continued their work, and in 1964-65 they plan to undertake actual curriculum revision and development.

Gadsden is only one of the many school systems using NEA resources in curriculum development, and the recent Project reports constitute only one of many series of instructional materials that result in better classroom practices.

MARY ANDERSON is on the line. When teachers' political rights were challenged in Nashville, Tennessee, NEA Resolution No. 2, entitled "The Teacher as a Citizen," and the materials of the NEA Citizenship Committee were a great bulwark to city and county teachers.

Mrs. Anderson was chairman of the Teacher Citizens Action Committee of the Metropolitan Nashville Teachers Association. She and her co-workers used NEA consultative and resource people and materials to develop a program involving cooperative efforts with the whole gamut of civic organizations in the community. This program helped to win several victories including metropolitan government for Nashville and Davidson County and a seat for Mary in the state legislature, where she has been one of education's strongest spokesmen.



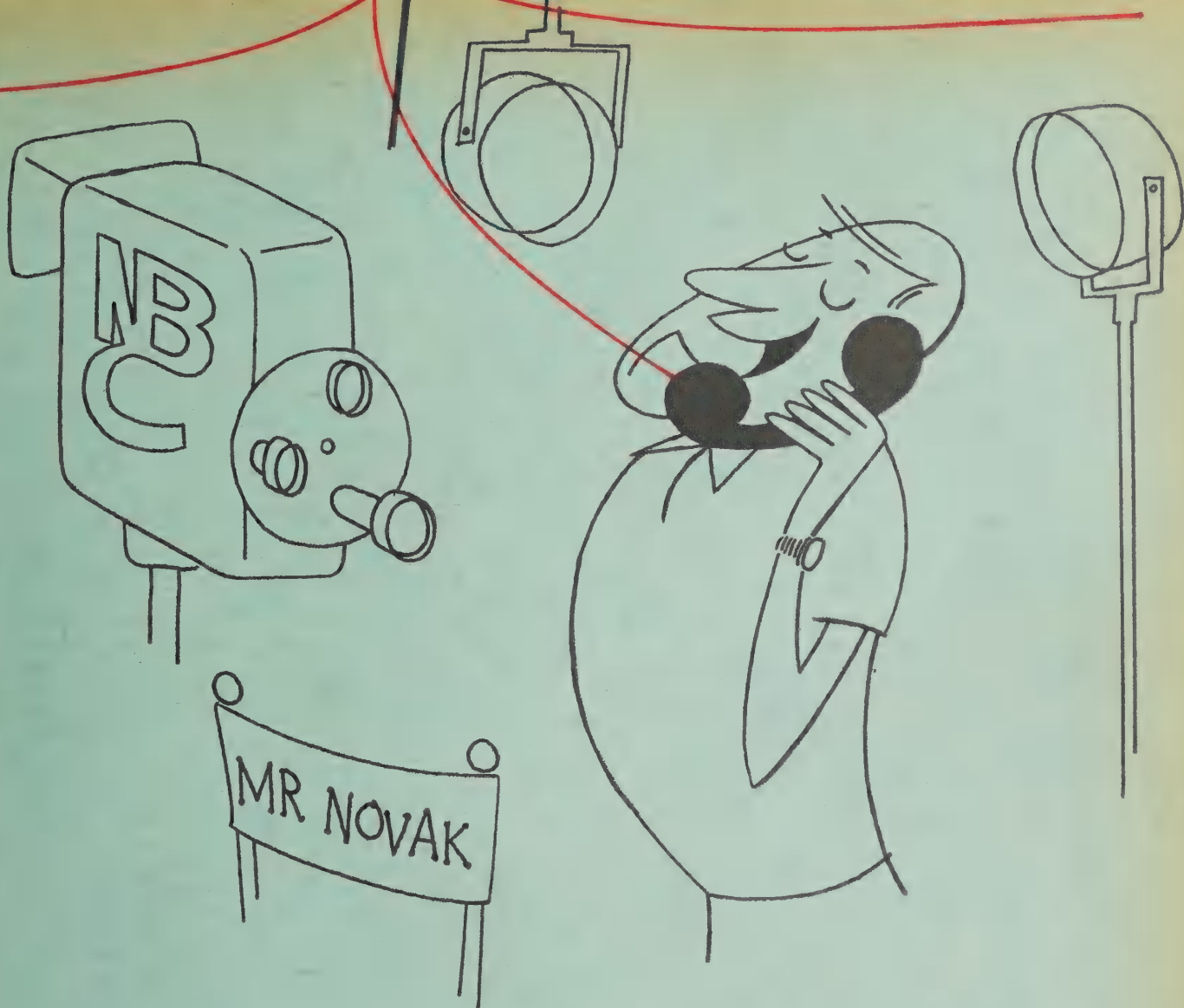
LEO SEBASTIAN of Tracy, Minnesota, is glad he's on the line. Because he is somewhat overweight, he has been refused life insurance by several companies. As a member of professional associations, however, he was eligible for NEA insurance. So now, at minimum cost, he has provided his family with the protection of a \$10,000 policy, which has a clause allowing \$100 a month for as much as 48 months in case of total disability.

Not surprisingly, Mr. Sebastian is a booster of NEA insurance, as are most of the ever-growing number of policy holders (now 55,000), many of whom use an NEA policy to supplement their regular insurance coverage.

State and local associations in many instances also make available to members low-cost insurance—health protection, auto insurance, occupational liability, and other types, as well as life insurance. The total annual saving in insurance premiums to the several hundred thousand teacher policy holders adds up to a tremendous sum.

WINIFRED GOURLEY* in Corning,* Idaho, is on the line. Seeking vindication in a case of alleged slander by persons in her community, she filed suit. She received the necessary financial help from NEA's DuShane Defense Fund in the amount of \$1,500. Understandably, she is one of those who has worked enthusiastically on Project 64 to enroll additional NEA members. "Anyone who knows about the generous grant I received from the DuShane Defense Fund," Miss Gourley declares, "should quickly realize the significance of membership." Ten to twenty such grants per year are not unusual, some of them smaller and some larger than that given Miss Gourley.

* Names of person and town have been changed, but this too is an actual case.



EVEN MR. NOVAK is on the line through the efforts of ROBERT J. KING, who teaches 160 students a day in his English classes at Millikan High School, Long Beach, California. Mr. King, as a member of an advisory panel set up by the NEA Division of Press, Radio, and Television Relations, provides constructive criticism for the scripts of the popular *Mr. Novak* series, produced by MGM-TV and shown on the NBC television network. In this way, he helps teach 30 million weekly viewers about American high schools as they really are today.

"Most adults," he says, "think schools today are just the same as they were when they went to school. As a member of the advisory panel for *Mr. Novak*, I have a direct hand in showing them that our nation's schools are alive and constantly changing—and that teachers help to make them that way."

URBAN associations get on the line from time to time by calling on NEA's Urban Services Unit for help in a program of self-evaluation. Using NEA-developed procedures and the help of an evaluation team, the urban associations are finding ways to strengthen and improve their programs.

For example, the St. Louis Suburban Teachers Association, as a result of its evaluation by an NEA team, has established a Professional Rights and Responsibilities Committee and a CTA Presidents Council, which, according to Executive Secretary ERIC M. HOHN, "promise to be most worthwhile additions to the SLSTA structure and program." Approximately two dozen associations have made use of the Urban Services Unit thus far. The resulting changes range from minor adjustments and modification of procedure to almost complete restructuring of association machinery and major changes in areas of work and effectiveness.



THE 1963 teacher of the year, ELMON OUSLEY of Bellevue, Washington, says that a good teacher is on the line in a thousand and one ways, day by day, year in and year out.

"A great deal of credit for whatever success I have had in teaching must go to professional associations," says Mr. Ousley. "By working in them

and taking full advantage of association services, I have kept up-to-date in my special field, improved my skills, and broadened my professional horizon.

"I have come to know the cumulative effect of the myriad of association activities which may seem small when viewed singly. We have made great gains as a result of all the research work and conferences; the publications, articles, news releases, and broadcasts; the special events such as American Education Week; the group decisions, working with lay groups, the negotiating, and the lobbying. Without these cooperative activities, neither the schools as we know them nor the profession would long survive."

PROFESSIONAL MEMBERSHIP and active work in education associations LOCAL, STATE, and NATIONAL give you an influential professional voice. This voice is as strong as you make it. Are the associations carrying YOUR voice loud and clear? Have YOU established the connection? Are YOU on the line?

EVERY PROFESSIONAL A MEMBER; EVERY MEMBER A PROFESSIONAL

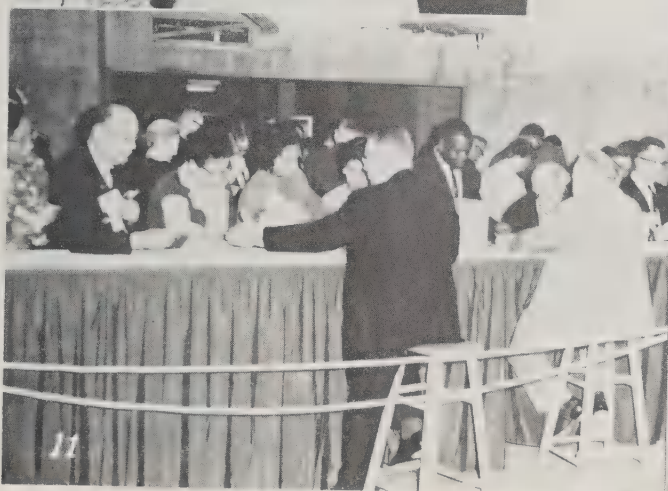
For further information, talk with a leader in your local association, write to your state association, or write to:

NATIONAL EDUCATION ASSOCIATION

Field Operations

1201 16th St., N.W., Washington, D.C. 20036

NEA Convention Photorama—(Continued)



7. Dr. Lafayette Parker, NCTA President addressing an 8:00 A.M. North Carolina delegation meeting. From left to right are Dr. A. C. Dawson, "Libby" Koontz, Bert Ishee, Rev. Wiley, Dr. Parker, J. H. Lucas, C. J. Barber, and Dr. C. A. Lyons. 8. Drs. Lois Edinger, S. E. Duncan, and Charles A. Lyons, Jr. 9. Second from left, Allegray Wilder of A & T College, Student NCTA-NEA State President, Mrs. Edna C. Richards of the NCTA staff, Student NEA Consultant, Dorothy Vann, out-going Student NEA National Secretary of Columbia, S. C. with Mrs. Josephine Bates of Arizona looking on. 10. Allegray Wilder, Student NCTA-NEA President, presenting one of the flags at the colorful Roll Call of the States Ceremony led by Dr. Karl H. Berns, NEA Assistant Executive Secretary. N. C. was SECOND in the nation in achieving NEA membership gains. 11. At the voting booth with Mr. and Mrs. A. R. Bowe of Murfreesboro, Mrs. Carlotta Holmes, Mrs. Myrtle J. McNeill of Durham and Fred D. McNeill, Jr. of the NCTA staff. 12. The N. C. delegation in the front of the Seattle Coliseum, one of the four largest delegations present with 400 delegates.

Panorama—All NCTA Committees . . .

Co-terminus with the first NCTA statewide PR&R Workshop, President S. E. Duncan held a meeting of all NCTA Committees on September 12, 1964 at Ligon High School, Raleigh. Both of these unprecedented events accelerated the programs and services of the North Carolina Teachers Association.

The Professional Rights and Responsibilities Workshop was led by Mrs. Elizabeth D. "Libby" Koontz, NCTA PR&R chairman and former vice chairman NEA PR&R Commission, of Salisbury, N. C. Running the gamut of Responsibilities and Rights for all educators, particularly NCTA members, with *three* members of the NEA PR&R Commission as Consultants, the informative conference enlightened all participants creating a greater awareness of ethical and legal Rights and Responsibilities.

Among The Topics Discussed Thoroughly Were:

1. North Carolina State School Law
2. Contract Provisions and Limitations

3. Tenure—What it is and what it does; Continuing Contract
4. The Code of Ethics for the Teaching Profession and Implications
5. Ethical Behavior in the Absence of Tenure Laws
6. Written Personnel Policies—a key to better staff relations
7. Procedures for Settling Grievances Amicably
8. Professionals' Responsibilities as well as Rights
9. What We, as Leaders, Can and Must Do

Dr. Samuel E. Duncan, President of the North Carolina Teachers Association appointed chairmen and created several new committees. While the committees are incomplete, the committee chairmen are listed below:

- | | |
|--|---|
| 1. Resolutions Committee
W. T. Johnson
1005 Benbow Road
Greensboro, N. C. | 4. Research Committee
Dr. Elwood Boulware
North Carolina College
Durham, N. C. |
| 2. Budget and Finance Committee
W. A. Foster, Principal
East End School
Goldsboro, N. C. | 5. Credentials Committee
(Annual Meeting)
Mrs. Audrey Robinson
3654 Spaulding Drive
Winston-Salem, N. C. |
| 3. Legislative Committee
Dr. F. G. Shipman
North Carolina College
Durham, N. C. | 6. PR&R Commission
Mrs. Elizabeth Koontz
418 S. Caldwell Street
Salisbury, N. C. |

- | | |
|--|---|
| 7. Constitution Committee
W. G. Byers, Principal
Fairview School
Charlotte, N. C. | 10. Headquarters Building Committee
E. E. Waddell,
Principal
Second Ward
High School
Charlotte, N. C. |
| 8. Delegate Orientation
J. H. Lucas, Principal
Hillside High School
Durham, N. C. | 11. Liason Committee
Dr. S. E. Duncan
Livingstone College
Salisbury, N. C. |
| 9. Convention Planning Committee
C. J. Barber, Principal
Garner Consolidated
School
Garner, N. C. | 12. Necrology Committee
J. W. Mask, Principal
Monroe Avenue School
Hamlet, N. C. |

SPECIAL APPEAL TO GUIDANCE COUNSELORS

In a continued effort to arm our young men with education, as well as defensive weapons, the United States Military is making a special appeal to our Negro educators and counselors.

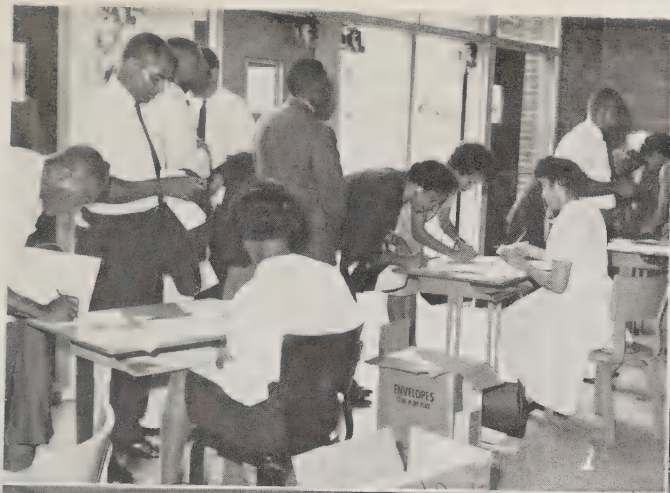
Classroom teachers should make known to qualified young men the opportunities available

at the United States Coast Guard Academy. The Academy educates and trains young men for careers as commissioned officers in the United States Coast Guard by means of a four year college course leading to a Bachelor of Science Degree. During the four years, a cadet receives sufficient pay to meet his expenses, as well as an excellent education.

Appointments are made strictly on the basis of a nation-

wide competition. The next competition will commence with the December 5, 1964 administration of the College Entrance Examination Board Tests. Applications, however, should be submitted as soon as possible by high school seniors after commencement of the fall term.

Acquaint your students with the advantages of fulfilling their military obligation without forfeiting or even delaying their college education.



1. Registration—PR&R Workshop. 2. Dr. S. E. Duncan, NCTA President extending greetings. 3. "Libby" Koontz, NCTA PR&R Commission Chairman presiding. 4. The keynoter—Dr. Lafayette Parker, NCTA Immediate Past President. 5. The Panel—Excluding "Libby" Koontz, from left to right, John Marvin, Associate Secretary for Professional Ethics, Richard Morgan, Associate Legal Counsel and Samuel Ethridge, Assistant Secretary For Field Studies, all of the NEA PR&R Commission Staff. 6. President S. E. Duncan speaking to members of all NCTA committees.

COMMISSION MEMBERS AND THEIR TERMS ON THE NCTA PR&R COMMISSION ARE LISTED BELOW:

Mrs. Mae Sue Henry—1965
1500 Benbow Road
Greensboro, N. C.
J. A. Lacewell—1965
206 N. Lombard Street
Clayton, N. C.
John Slade—1965
P. O. Box 230
Williamston, N. C.

Mrs. Henrietta Hatton—1966
P. O. Box 191
Henderson, N. C.
B. T. Washington—1966
Williston Sr. High School
Wilmington, N. C.
Mrs. Elizabeth D. Koontz—1966
418 S. Caldwell Street
Salisbury, N. C.

Mrs. Lucy S. Herring—1967
64 Oakland Road
Asheville, N. C.
Mrs. Virginia K. Newell—1967
1211 Fayetteville St.
Raleigh, N. C.
VACANCY—1967

Classroom Teachers Corner

NEA Convention and National Classroom Teachers Conference Highlights

By Mrs. Juanita M. Corbin
President, NCACT

From the mountains to the seashores and behind the Iron Curtain, we have wandered during the past three months. We have nourished our intellectual inquiries with innovations that will excite accomplishments in our classrooms and serve as a stimulus to our youth in this tumultuous transition.

Let us retrogress momentarily and recapitulate some NEA Convention and National Classroom Teachers Conference highlights.

We are proud of the following who served:

A. National Education Association and NEA Department of Classroom Teachers.

1. NEA Credentials—Dr. Lafayette Parker
2. NEA Resolutions—C. J. Barber
3. NEA Director—John H. Lucas
4. Classroom Teachers — NEA Credentials—Ruth B. Jones
5. Classroom Teachers — NEA Elections—Dorothy B. Jackson
6. Classroom Teachers — Conditions of Work—Luncheon — Margaret W. Wilson
7. Classroom Teachers — Role of the Young Teacher — Luncheon — Juanita F. Barnette
8. Classroom Teachers — Resolutions and Advisory Council — Juanita M. Corbin

9. National Panel of Field Representatives and Local Presidents — Fred D. McNeill

110. Convention Photographer — W. J. Morris—an excellent job

11. Our main objective of which the entire nation is proud—the election of “Libby” Koontz as the “first” Negro to hold the office of President-Elect of the NEA Department of Classroom Teachers. We know that her reign as queen of the largest department of NEA will exemplify soundness of purpose, dignity of position and regality of charm.

B. Participants in Classroom Teachers Conference:

1. Consultant — Edna C. Richards
2. Recorder — Margaret W. Wilson
3. Recorder — Ruth B. Jones

Presiding Officer and Group Consultant—“Libby” Koontz

NCTA and NCACT may indeed be proud of its leadership—for it is heralded by the nation.

C. Orchids to:

1. Edna C. Richards, “Joe” Duncan and Fred D. McNeill for preparation and general management of “Libby” during the Seattle Convention.
2. Nelle Coley for the well-presented nominating speech.
3. Those who manned the Convention Booth.

D. NEA Committee Appointments:

Resolutions — C. J. Barber

Alternate — Juanita M. Corbin

Professional Rights and Responsibility Workshop Attendance

1. Dr. Charles Lyons — Executive Secretary, NCTA
2. Edna C. Richards — Executive Secretary, NCACT
3. Lottie M. Whittington — Western District Director, NCACT
4. Ruth B. Jones — North Central District Director, NCACT
5. Elizabeth D. Koontz — Vice Chairman of Commission and President-Elect, NEA Department of Classroom Teachers
6. Mr. and Mrs. Fred D. McNeill — NCTA Field Representative
7. Juanita M. Corbin — President, NCACT

Classroom Teachers National Conference

By Mrs. Ruth B. Jones

North Central District Director
NCACT

The wonderland of Bellingham, Washington's many lakes and towering mountains was the setting of the 21st Classroom Teachers National Conference. There, in the shadow of Mount Baker, fanned by the refreshing breezes of Bellingham Bay, the 376 conferees experienced the gracious hospitality of Bellingham and Western Washington State College.

This professional workshop was designed to help teachers who want to grow professionally and personally. To accom-

plish this aim, participants became acquainted with leading personalities in American education. Among these were Dr. James L. Jarrett, President, Western Washington State College; Dr. Lois Edinger, President, NEA; Dr. Arthur Foshay, Director of Research, Columbia University; Dr. Harry S. Brondy, Professor of Philosophy of Education, University of Illinois; Dr. Paul Woodring, distinguished service, professor, Western Washington State College; Dr. Herbert Schneider, professor of philosophy, Claremont University; Dr. Ralph Thompson, professor of education, WWSC; Joe Chandler, executive secretary, NEA and personnel from the NEA staff. Through lectures, discussions, demonstrations, and tours the conferees became familiar with current educational trends and received practical help and guidance in planning activities for local and state associations.

The seminar during the first week dealt with the topic "Knowledge and the Teacher" and the second week's seminar concentrated on "The Teacher's Role in Curriculum Making". Ample time was provided for individual consultations with DCT officers and for recreation.

A visit to the Lummi Indian Reservation was one of the highlights of the tours. Beautiful tapestry, handwoven cloth and other handicraft were on display. A never-to-be-forgotten visit to Victoria B. C. was one of the delightful Friday trips. After a three and a half hour ferry ride, we had lunch at the Empress Hotel. Then we visited the famous Butchart's Gardens, rated among the most beautiful in the world. The following day we visited Cosmopolitan Vancouver.

This conference should be a "must" on the list of all local and state officers because of the valuable insight on program planning that it gives.

Hilda Maehling

Applications for the 1964 Hilda Maehling Fellowship are due on or before November 15, 1964. The Fellowship is open to qualified classroom teachers.

An applicant must submit (a) a resume of the program he will pursue; (b) evidence of professional preparation, successful teaching experience, and outstanding professional service and leadership; and (c) endorsements of his ability to carry out his plans.

The Department of Classroom Teachers of the National Education Association established the Fellowship program in 1959 in honor of Hilda Maehling first executive secretary of the Department and first assistant executive secretary for professional development and welfare of the NEA.

Stipends for Hilda Maehling Fellowship are derived from income accruing on a fund of voluntary contributions now totaling more than \$100,000.

Applications and additional information may be obtained from the NEA Department of Classroom Teachers, 1201 Sixteenth Street, N. W., Washington 6, D. C.

TIPS

TO TEACHERS

A COLLECTION OF FOLK LORE FOR CHILDREN. Edited by Rose Leary Love, a classroom teacher at University Park School in Charlotte, North Carolina, the COLLECTION is a source book of materials relating to the culture of the Negro race. The book is divided into four sections—Folk Rhymes,

Stories, Songs, and Games—and should be of great use in Primary and Elementary grades. Vantage Press, 120 W. 31st Street, New York, N. Y. \$2.50.

TEACHING AIDS NEWS. A new publication by the Educational News Service, (P. O. Box 508, Saddle Brook, N. J.), **Teaching Aids News** is devoted to the latest developments in what was once the field of audio-visual aids. It is a concise, fast reading format designed to keep teachers abreast of changes in teaching methods and materials. Excellent for school library or personal use. One year's subscription—\$10.00.

LEARNING FROM PICTURES. A comprehensive guide and source book on one of the oldest, least expensive and most universally available of all materials of instruction—pictures, has been made available to classroom teachers. Written especially for teachers by Catherine M. Williams, associate professor of education at Ohio State University, it contains extensive information on choosing pictures, using pictures, pictures for subject-matter areas, school-produced materials, and where to get pictures. Order from: Department of Audio-Visual Instruction of the National Education Association, 1201 Sixteenth St., N. W. Washington, D. C. 20036. 163 pp. \$4.50.

The Teacher's Almanac of 1964-65 is a rich source of idea-starters for class projects and discussions. The information pages are illustrated with historical drawings and contemporary photographs. Whatever the topic before the class the teacher can use one of the **Almanac's** 3,000 fascinating facts and quotations. The authors of the **Almanac**, Rychard Fink and LaVerne Timperman, are specialists in educational methods. Order from: Mrs. Bertie Hoover, Pitman Publishing Corporation, 20 East 46 Street, New York 17, N. Y. 170 pp. \$2.95.

MEMBERSHIP REPORT

1964

EDITOR'S NOTE: The number of teachers listed in the first column is taken from the N. C. Educational Directory. The actual number may vary from the official figure. When the official figure is smaller than the actual figure, membership will be shown as 100% plus. This will be true whether additional teachers are employed or eligible educational workers not counted officially pay dues through a local association. Data are not available for reporting percentage ratings in college and institutional units.

Only NEA enrollments reported through the NCTA Office will be considered complete in this report. Some information about memberships sent directly to Washington is not received in the NCTA Office. Units reporting NEA dues directly to Washington should send copies of their reports to NCTA Headquarters.

Any Errors or Omissions Will Be Corrected Gladly.

COUNTY and CITY UNITS

	No. Teachers & Principals	No. Enrolled NCTA	Per Cent NCTA	No. Enrolled NEA	Per Cent NEA
Alamance County	108	96	89%	92	85%
Burlington	77	74	96%	68	88%
Alexander County	15	15	100%	15	100%
Alleghany County	2				
Anson County	84	82	98%	82	98%
Morven	26	26	100%		
Wadesboro	38	38	100%		
Ashe County	3	3	100%	3	100%
Avery County	2				
Beaufort County	83	88	100%	67	81%
Washington	68	73	100%	73	100%
Bertie County	171	173	100%	165	96%
Bladen County	148	149	100%	125	84%
Brunswick County	89	90	100%	54	61%
Buncombe-Asheville Unit	125	118	94%	100	80%
Burke County	41	39	95%	37	90%
Cabarrus Tir School Unit	116	117	100%	113	97%
Barber-Scotia College		2		2	
Caldwell-Lenoir Unit	40	40	100%	38	95%
Camden County	26	28	100%	28	100%
Carteret County	45	45	100%	44	98%
Caswell County	113	115	100%	115	100%
Catawba-Hickory-Newton Conover	86	84	98%	82	95%
Chatham County	103	102	99%	101	98%
Cherokee County					
Andrews	1	1	100%		
Murphy	3	3	100%	3	100%
Chowan County	12	12	100%		
Edenton	50	48	96%	46	92%
Cleveland Co.-Kings Mt.-Shelby	182	177	97%	171	94%
Columbus County	169	164	97%	153	90%
Whiteville	41	41	100%	39	95%
Craven County	89	94	100%	88	98%
New Bern	77	73	95%	68	88%
Cumberland County	190	190	100%	190	100%
Fayetteville	182	183	100%	182	100%
Fayetteville State College	75	63	84%	32	43%
Currituck County	26	26	100%	25	96%
Dare County	4	4	100%	4	100%
Davidson Co.-Lexington					
Thomasville	87	79	91%	85	98%
Davis County	21	21	100%	21	100%
Duplin County	167	173	100%	136	81%

Durham County	106	102	96%	68	64%
Durham City	292	270	93%	242	83%
North Carolina State College		7		2	
Edgecombe Co.-Tarboro	239	244	100%	243	100%
Forsyth County-Winston-Salem Unit	511	495	97%	488	95%
Winston-Salem State College		27		7	
Franklin County	111	103	93%	17	15%
Franklinton City Unit	25	25	100%	24	96%
Gaston County	105	107	100%	104	99%
Gastonia	64	64	100%	63	98%
Cherryville	14	14	100%		
Gates County	54	54	100%	49	91%
Granville County and Oxford	168	145	80%	144	86%
Greene County	99	99	100%	99	100%
Guilford County	110	116	100%	105	95%
Greensboro	316	318	100%	317	100%
High Point	123	125	100%	100	81%
A & T College		20		3	
Bennett College		11			
Halifax County	253	227	88%	181	70%
Roanoke Rapids	38	38	100%		
Weldon	56	56	100%	56	100%
Harnett County	151	153	100%	153	100%
Haywood Co.-Canton Unit	12	12	100%	11	92%
Henderson County-Hendersonville	25	13	52%	10	40%
Hertford County	146	153	100%	152	100%
Hoke County	83	75	90%	60	72%
Hyde County	34	34	100%	34	100%
Iredell County	64	65	100%	65	100%
Moorestville	18	18	100%	18	100%
Statesville	43	43	100%	43	100%
Jackson County	5				
Johnston	171	148	87%	19	11%
Jones County	60	59	98%	59	98%
Lee County	80	80	100%	80	100%
Lenoir County	148	149	100%	149	100%
Kinston	110	114	100%	106	96%
Lincoln County	33	33	100%	33	100%
Lincolnton	6	6	100%	6	100%
Macon County	3				
Martin County	159	151	95%	132	83%
McDowell Co.-Marion Unit	16	16	100%	16	100%
Mecklenburg-Charlotte Unit	778	735	94%	752	97%
Montgomery County	56	57	100%	57	100%
Moore County	70	72	100%	70	100%
Pinehurst	16	13	81%	13	81%
West Southern Pines	28	28	100%	28	100%
Nash County	214	208	97%	208	97%
Rocky Mount	123	123	100%	111	90%
New Hanover County	205	203	99%	202	99%
Northampton County	190	193	100%	193	100%
Onslow County	96	100	100%	100	100%
Orange County	73	43	59%	39	53%
Chapel Hill	49	49	100%	49	100%
Pamlico County	42	17	40%		
Pasquotank County	33	33	100%	33	100%
Elizabeth City	66	67	100%	61	92%
Elizabeth City State College		8		9	
Pender County	104	108	100%	32	31%
Perquimans County	49	49	100%	48	98%
Person County	103	105	100%	105	100%
Pitt County	258	241	93%	241	93%
Greenville	73	75	100%	75	100%
Polk Co.-Tryon Unit	14	13	93%	9	64%
Randolph Co.-Asheboro Unit	55	56	100%	56	100%
Richmond County	61	63	100%	63	100%
Hamlet	46	46	100%	21	46%
Rockington	30	30	100%	30	100%
Morrison Training School		21			
Rebeson County	106	108	100%	84	79%
Fairmont	31	45	100%	44	100%
Lumberton	61	61	100%	61	100%
Maxton	34	34	100%	34	100%
Red Springs	33	33	100%	33	100%
Saint Pauls	35	33	94%	34	97%
Rockingham County	43	44	100%	44	100%
Leaksville	35	35	100%	34	97%
Reidsville	66	61	92%	56	85%
Madison-Mayodan	28	27	96%	27	96%
Rowan County	98	94	96%	92	94%
Salisbury	53	51	96%	41	77%
Livingston College		18			
Rutherford County	62	64	100%	62	100%
Sampson County	159	159	100%	159	100%
Clinton	52	40	77%	40	77%
Scotland County	79	27	34%	1	12%
Laurinburg	59	47	80%	41	69%
Stanly Co.-Albermarle Unit	58	56	97%	55	95%
Stokes County	27	16	59%	4	15%
Surry Co.-Elkin-Mt. Airy Unit	32	29	91%	28	88%
Transylvania County	7	2	29%	3	43%
Tyrrell County	24	24	100%	23	96%
Union County	62	47	76%	53	85%
Monroe	37	38	100%	37	100%
Vance County-Henderson Unit	159	162	100%	162	100%
Wake County	279	283	100%	283	100%
Raleigh	213	215	100%	199	93%
Saint Augustine's College	0	0		0	
Shaw University		10		1	
State School for Blind & Deaf		10			
State Department of Public Inst.		14			
At Large		3			
Warren County	140	142	100%	49	14%
Washington County	71	70	99%	67	94%
Watauga County	3				
Wayne County	151	157	100%	152	100%
Goldsboro	115	140	100%	138	100%
Fremont	5	5	100%		
O'Berry School Unit		18		16	
Wilkes County	29	29	100%	29	100%
Wilson County	82	79	96%		
Wilson	127	129	100%	129	100%
Elm City	40	40	100%	40	100%
Yadkin County	14	16	100%	16	100%
Yancey County	2				

AUDIT REPORT

AUGUST 31, 1963

Finances of the North Carolina Teachers Association have been audited by Nathan T. Garrett, Certified Public Accountant, 213½ W. Main Street, Durham, N. C. Details of the audit follow:

ASSETS			
CURRENT ASSETS			
Cash—			
Cash in checking accounts	(\$ 235.82)		
Cash in savings accounts—			
Mechanics & Farmers Bank	83.83		
Mutual Savings and Loan	1,773.09		
Raleigh Savings and Loan	11,588.95	\$13,445.87	
Petty cash fund	25.00	\$13,235.05	
Net due from rental agent for August rents	273.77	\$13,508.82	
INVESTMENTS AT COST			
U. S. Government Bond	1,000.00		
Mutual Savings and Loan Association	8,000.00		
Certificates	2,000.00	11,000.00	
Raleigh Savings and Loan Association			
Certificates			
PROPERTY ASSETS AT COST (Note A)			
Furniture and equipment	\$19,962.11		
Headquarters land and building	55,000.00	74,962.11	
TOTAL ASSETS		\$99,470.93	
LIABILITIES AND MEMBERS' EQUITY			
LIABILITIES—CURRENT			
Accounts payable (Note B)		\$ 1,762.68	
MEMBERS' EQUITY			
Reserve for building and equipment (Note A) ..	\$74,962.11		
Unrestricted equity (Exhibit II) (Also, Note A) ..	22,746.14	97,708.25	
TOTAL LIABILITIES AND MEMBERS' EQUITY		\$99,470.93	

EXHIBIT II

STATEMENT OF CHANGES IN MEMBERS' EQUITY FOR THE YEAR ENDED AUGUST 31, 1964

	Reserve For Building & Equipment	Unrestricted Equity
Balance at August 31, 1963	\$73,357.55	\$28,070.07
Add, Equipment purchases during the year	1,604.56	
Together	\$74,962.11	\$28,070.07
Deduct, Amount by which total cash expenditures exceeded total cash receipts for the year ended August 31, 1964—		
per Exhibit III		3,708.24
Net decrease in amount due from rental agent		13.93
Net increase in accounts payable balance		1,429.84
Collection of amount due from Mechanics & Farmers Bank		171.92
BALANCE AT AUGUST 31, 1964—		
PER EXHIBIT I	\$74,962.11	\$22,746.14

EXHIBIT III

COMPARATIVE STATEMENT OF ACTUAL AND BUDGETED CASH RECEIPTS AND CASH EXPENDITURES FOR THE YEAR ENDED AUGUST 31, 1964

	Actual	Budgeted	Actual Over or Under (*) Budget
CASH RECEIPTS:			
Dues—Active and retired members	\$123,990.00	\$115,000.00	\$ 8,990.00
Dues—Students	889.00	250.00	639.00
Placement Bureau	38.00	200.00	*162.00
Advertising—Teacher's Record	1,706.27	1,500.00	206.27
N.E.A. receipts (schedule A-1)	5,156.60	1,000.00	4,156.60

Building rent—gross	6,197.75	5,000.00	1,197.75
N.E.A. and A.T.A. Dues Receipts	82,600.00		82,600.00
Other receipts (schedule A-2)	6,716.15		6,716.15
Total	\$227,293.77	\$122,950.00	\$104,343.77

CASH EXPENDITURES (Excluding Purchase of Office Equipment)			
Elected officers—Honorariums and expenses (schedule A-3)	\$ 3,275.30	\$ 3,300.00	\$ *24.70
Salaries and travel expense (schedule B-4)	49,982.70	47,650.00	2,332.70
Association Office expense (schedule B-5)	8,462.36	2,000.00	6,462.36
Administration:			
General (schedule B-6)	6,415.82	5,050.00	1,365.82
Publication of Teacher's Record	9,908.15	8,000.00	1,908.15
Publication of Newsletter	2,199.62	2,000.00	199.62
District meetings (schedule C-7)	7,130.17	12,000.00	*4,869.83
Annual convention—net (schedule C-8)	2,868.74	3,000.00	*131.26
N.C.T.A.—N.E.A. Leadership Conference	3,056.56	800.00	2,256.56
Delegates to N.E.A. Convention	7,769.23	6,000.00	1,769.23
Special meetings and conferences (schedule C-9)	1,413.94		1,413.94
Headquarters building (schedule D-10)	10,276.17	6,750.00	3,526.17
Committees (schedule D-11)	7,009.02	5,550.00	1,459.02
Credit Union	1,365.61		1,365.61
Association of Classroom Teachers—promotion	5,757.09	7,210.00	*1,452.91
Divisions (schedule E-12)	7,810.24	12,420.00	*4,609.76
Gifts and memberships (schedule F-13)	3,679.84	3,600.00	79.84
Hammocks Beach appropriation ...	3,000.00	3,000.00	
N.E.A., A.T.A. and student N.E.A. dues transmitted	82,633.00		82,633.00
Other expenditures (schedule F-14) ..	5,383.89	1,800.00	3,583.89
Total	\$229,397.45	\$130,130.00	\$ 99,267.45

THE EXCESS OF CASH EXPENDITURES OVER CASH RECEIPTS (excluding Purchase of Office Equipment)			
Office Equipment	\$ *2,103.68	\$ *7,180.00	\$ *5,076.32
PURCHASE OF OFFICE EQUIPMENT			
.....	1,604.56	1,000.00	604.56
AMOUNT BY WHICH TOTAL CASH EXPENDITURES EXCEEDED TOTAL CASH RECEIPTS			
.....	\$ *3,708.24	\$ *8,180.00	\$ *4,471.76

Add, Cash Balance at August 31, 1963	16,943.29
CASH BALANCE AT AUGUST 31, 1964, PER EXHIBIT I	\$ 13,235.05

EXHIBIT IV

COMPARATIVE STATEMENT OF CASH RECEIPTS AND CASH EXPENDITURES FOR THREE YEARS ENDED AUGUST 31, 1964, 1963 & 1962

	Year Ended August 31,		
	1964	1963	1962
CASH RECEIPTS:			
Membership dues	\$123,990.00	\$ 95,870.00	\$ 91,940.00
Student N.C.T.A. dues	889.00	500.00	415.00
Placement Bureau	38.00	73.00	97.00
N.E.A. dues	5,156.60	2,604.45	1,093.25
Teacher's Record—Advertising and Subscriptions	1,718.27	2,336.56	2,047.07
Rent—gross	6,197.75	7,270.00	6,430.00
N.E.A. and A.T.A. dues collected	82,600.00		
Other receipts	6,704.15	1,191.63	1,763.13
Total	\$227,293.77	\$109,846.14	\$103,785.45
CASH EXPENDITURES:			
Elected officers—honorarium	\$ 1,800.00	\$ 2,000.00	\$ 1,600.00
Elected officers—office expense	1,475.30	939.21	1,223.03
Salaries	44,187.91	30,299.37	22,152.69
Travel	5,794.79	3,473.62	3,170.85
Office expense	8,462.36	4,491.29	2,270.74
Committee expense	7,009.02	5,554.00	3,674.00
District meetings	7,130.17	7,258.08	7,010.33
Annual convention—net cost	2,868.74	2,556.46	3,107.43
Division, departments and sections	13,567.33	12,675.94	12,883.78
N.E.A. service			188.74
N.E.A. Convention delegates	7,769.23	4,520.96	5,280.00
Administration	5,115.82	5,274.96	2,826.74
Publications	12,107.77	11,675.19	11,103.07
Gifts and memberships	3,679.84	3,600.00	3,350.00
Legal counsel	1,000.00	1,000.00	1,000.00
Headquarters building	10,276.17	6,744.73	9,691.39
Hammocks Beach appropriation ..	3,000.00	3,000.00	3,000.00
Other conferences and meetings	4,470.00	1,713.85	2,504.39
Credit Union	1,365.61	964.64	1,218.71
Koontz campaign	5,383.89	881.93	
N.E.A. and A.T.A. student dues transmitted	82,633.00		
Bad checks	300.00		338.87
Bank error		171.92	
Miscellaneous			176.00
New equipment	1,604.56	6,438.33	2,814.02
Total	\$231,002.01	\$115,244.48	\$100,585.51
NET CASH RECEIPTS (DEFICIT)	\$ *2,708.24	\$ *5,888.34	\$ *2,199.94

*1. 1963 bad checks amounting to \$81.00 have been deducted from the related income accounts.

SCHEDULE A

SUPPORTING SCHEDULES TO THE COMPARATIVE STATEMENT OF ACTUAL AND BUDGETED CASH RECEIPTS AND EXPENDITURES FOR THE YEARENDING AUGUST 31, 1964

	Actual	Budgeted	Actual Over or Under (\$)
N. E. A. Receipts—1			
Field service	\$ 2,400.00	\$ 1,000.00	\$ 1,400.00
Membership rebate	1,624.35		1,624.35
Teacher's Record subsidy	430.00		430.00
Leadership Conference promotion	702.25		702.25
Total	<u>\$ 5,156.60</u>	<u>\$ 1,000.00</u>	<u>\$ 4,156.60</u>
Other Receipts—2			
Subscriptions to Teacher's Record	\$ 12.00		\$ 12.00
Koontz Campaign fund	5,120.60		5,120.60
Interest income	838.44		838.44
Sale of list of N.C.T.A. member- ship and addressographing	145.88		145.88
Leadership Conference—Reservations and nonmember costs	130.50		130.50
Refunds	287.37		287.37
Collection from Mechanics and Farmer's Bank	171.92		171.92
Photographs and miscellaneous	9.44		9.44
Total	<u>\$ 6,716.15</u>	<u>\$</u>	<u>\$ 6,716.15</u>

Elected Officers—Honorarium and Expenses—3			
Honorarium:			
President	\$ 500.00	\$ 500.00	\$
Vice President	200.00	200.00	
Recording Secretary	300.00	300.00	
Budget Director	400.00	400.00	
Treasurer	400.00	400.00	
Expenses:			
President's office expense	1,150.00	1,000.00	150.13
Vice President's office expense	91.82	200.00	*108.18
Treasurer's office expense	200.00	200.00	
Recording Secretary's supplies	33.35	100.00	*66.65
Total	<u>\$ 3,275.30</u>	<u>\$ 3,300.00</u>	<u>\$ *24.70</u>

SCHEDULE B

Salaries and Travel Expense—4			
Executive Secretary—Salary	\$11,000.00	\$11,000.00	\$
Executive Secretary—Travel	3,276.51	2,000.00	1,276.51
Executive Secretary, Classroom Teachers—Salary	6,200.16	6,200.00	.16
Executive Secretary, Classroom Teachers—Travel	926.00	850.00	76.00
Field Representative—Salary	6,200.00	6,200.00	
Field Representative—Travel	1,592.23	2,000.00	*407.72
Secretary-Stenographer	3,700.20	3,700.00	.20
Secretary-Stenographer	3,400.12	3,400.00	.12
Secretary-Clerk Typist	3,100.00	3,100.00	
Bookkeeper	4,200.00	4,200.00	
Coordinator—Public Relations and Publications	4,500.00	5,000.00	*500.00
Extra Clerical Help	1,887.43		1,887.43
Total	<u>\$49,982.70</u>	<u>\$47,650.00</u>	<u>\$ 2,332.70</u>

Association Office Expense—5			
Stationery and supplies	\$ 3,190.62		
Postage	2,560.88	(Budget	
Telephone	2,218.68	figure not	
Equipment repair and maintenance	320.06	detailed)	
Books and pamphlets	172.12		
Total	<u>\$ 8,462.36</u>	<u>\$ 2,000.00</u>	<u>\$ 6,462.36</u>

Administration—General—6			
Retirement fund	\$ 1,702.55	\$ 2,000.00	\$ *297.45
Social Security Tax	1,364.62	700.00	664.62
State and Federal Employment Security Tax	406.64	450.00	*43.36
Uncollectable checks	300.00		300.00
Legal counsel	1,000.00	1,000.00	
Audit	461.00	473.00	*12.00
Special accounting services	210.00		210.00
Bond	127.58	127.00	.58
Social Affair	275.00	300.00	*25.00
Flowers and condolences	70.53		70.53
Pictures and miscellaneous	377.11		377.11
Negro History Study Kits	47.50		47.50
Bank service charges and check printing	48.78		48.78
Intangibles tax on bank balances	24.51		24.51
Total	<u>\$ 6,415.82</u>	<u>\$ 5,050.00</u>	<u>\$ 1,365.82</u>

SCHEDULE C

District Meetings—7			
Southeastern	\$ 651.76		
Coastal Plain	1,628.17		
Northeastern	997.42	(Budget	
East Piedmont	529.45	figure not	
Piedmont	578.74	detailed)	
North Central	991.54		
Western	779.55		
Southwestern	973.54		
Total	<u>\$ 7,130.17</u>	<u>\$12,000.00</u>	<u>\$ 4,869.83</u>

Annual Convention Expense—Net—8			
Honorarium	\$ 400.00		
Program, badges and supplies	1,191.43		
Convention Hall rental	1,036.50		
Chair rental	114.60		
Clerical and other services	533.25		
Telephone	22.25	(Budget	
Photograph and advertising	302.06	figure not	
Flowers	66.80	detailed)	
Banquet meals	1,100.69		
Travel and local transportation	135.51		
Total Expenditures	<u>\$ 4,953.09</u>		
Deduct, Cash Received:			
Exhibit Space	1,085.00		
Banquet Tickets Sold	999.35		
Net Convention Expense	<u>\$ 2,868.74</u>	<u>\$ 3,000.00</u>	<u>\$ 131.26</u>

Special Meetings and Conferences—9			
District Presidents' Meeting	\$ 108.88		
Advisory Council	90.26		
F.T.A. Workshop	209.42		
District Operation committee	53.87		
A.S.A.	159.50		
District Planning meeting	31.52		
Building committee	149.73		
National Conference of Classroom Teachers	95.08		
Association of Student Teaching	400.00		
N.C.O.S.T.A.	115.68		
Total	<u>\$ 1,413.94</u>	<u>\$</u>	<u>\$ 1,413.94</u>

SCHEDULE D

Headquarters Building Expense—10			
City and County property taxes	\$ 927.58	\$ 900.00	\$ 27.58
Insurance	907.27	2,000.00	*1,092.72
Janitorial services	2,669.70	2,500.00	169.70
Repairs and maintenance	2,664.64	1,000.00	1,664.64
Rent collection fees	279.90	350.00	*70.10
Heat, light, water	2,827.07		2,827.07
Total	<u>\$10,276.17</u>	<u>\$ 6,750.00</u>	<u>\$ 3,526.17</u>

Committee Expense—11			
Executive Committee and Board of Directors	\$ 4,374.14	\$ 2,000.00	\$ 2,374.14
Legislative	93.83	400.00	*306.17
Nominating	360.81	300.00	60.81
Election and Canvassing	438.86	300.00	163.86
Resolutions	233.22	150.00	83.22
Budget and Finance	144.74	600.00	*455.26
N.E.A. Co-ordinating	302.45	800.00	*497.55
T.E.P.S.	603.47	200.00	403.47
P.R.&R.	138.94	200.00	*61.06
Special Committee (Budget figure not detailed)		600.00	*600.00
Constitution	136.92		136.92
Liaison	156.64		156.64
Total	<u>\$ 7,009.02</u>	<u>\$ 5,550.00</u>	<u>\$ 1,459.02</u>

SCHEDULE E

Divisions Expense—13			
Classroom Teachers:			
Elementary Education—Promotion	\$ 164.13	\$ 300.00	\$ *135.87
Primary	238.05	300.00	*61.95
Grammar Grade	166.60	300.00	*133.40
Secondary Education	50.00	200.00	*150.00
English	399.64	400.00	*.36
Foreign Language	84.70	100.00	*15.30
Math and Science	169.98	250.00	*80.02
Retired Teachers		50.00	*50.00
Social Science	50.00	250.00	*200.00
Exceptional Children	81.62	50.00	*31.62
Sub-total	<u>\$ 1,404.72</u>	<u>\$ 2,200.00</u>	<u>\$ *795.28</u>
Special Education:			
Promotion	\$ 80.50	\$ 350.00	\$ *269.50
Home Economics	164.54	200.00	*35.46
Vocational Agriculture	211.56	300.00	*88.44
Industrial Education— Administration and Promotion	50.85	300.00	*249.15
Industrial Education Secretaries		100.00	*100.00
Business Education	358.29	400.00	*41.71
Music Teachers	364.67	375.00	*10.33
Art Teachers		285.00	*285.00
Health and Physical Education Admin. and Promotion		350.00	*350.00
Health and Physical Education —Driver training	96.17	200.00	*103.83
Librarians	305.24	310.00	*4.76
Guidance	69.20	225.00	*155.80
Audio Visual Aids	135.83	150.00	*14.17
Extension Education		150.00	*150.00
Bible Teachers		25.00	*25.00
Sub-total	<u>\$ 1,836.85</u>	<u>\$ 3,720.00</u>	<u>\$ *1,883.15</u>
Administration and Supervisors:			
Promotion	\$ 825.29	\$ 850.00	\$ *24.71
Supervisors	362.08	400.00	*37.92
Principals—promotion	142.15	400.00	*257.85
High School Principals	226.38	800.00	*573.62
Elementary Principals	464.25	500.00	*350.00
Junior High School Principals		350.00	*350.00
Sub-total	<u>\$ 2,020.15</u>	<u>\$ 3,300.00</u>	<u>\$ *1,279.85</u>
Higher Education:			
Promotion	\$ 368.68	\$ 550.00	\$ *181.32
College instructors	202.76	650.00	*447.24
N.E.A. Student	1,977.08	2,000.00	*22.92
Sub-total	<u>\$ 2,548.52</u>	<u>\$ 3,200.00</u>	<u>\$ *651.48</u>
Grand Total	<u>\$ 7,810.24</u>	<u>\$12,420.00</u>	<u>\$4,609.76</u>

Gifts and Memberships—13

N.A.A.C.P. Education and Defense Fund	\$ 1,800.00	\$ 1,800.00	\$
N.A.A.C.P. State Conference	500.00	500.00	
Southern Regional Conference	500.00	500.00	
Oxford Orphanage	500.00	500.00	
Association for the Study of Negro Life and History	25.00	25.00	
American Teachers Association	25.00	25.00	
N.E.A. Affiliation	25.00	25.00	
N.E.A. Association of State Presidents	25.00	25.00	
N.E.A. Association of State Executive Secretaries	229.84	200.00	29.84
United Forces For Education	50.00		50.00
Total	\$ 3,679.84	\$ 3,600.00	\$ 79.84

Other Expenditures—14

Libby Koontz campaign	\$ 5,383.89	\$	\$ 5,383.89
Contingency Reserve		800.00	*800.00
Emergency Fund		1,000	*1,000.00
Total	\$ 5,383.89	\$ 1,800.00	\$ 3,583.89

WHO IS A SUPERVISOR?

Continued from Page 13)

giant flaw in our education system: our schools are flunking the job of preparing our young for the workday world.

Supervisors must help teachers keep in mind the central purpose of American education; to develop the rational powers of the mind. What our children need more than anything else today, in this confused, mixed-up world of technology, is to know how to **think**. First, let me remind you that the ability to think rationally does not come in a box or by pushing a button. It must be learned from experiences conducive to such high level operations. There are many institutions in business to help share this responsibility of helping youth to think, but the school has the primary responsibility. Therefore, the school curriculum should provide every opportunity which can be afforded to give its learners the experience which will develop their ability to do critical, analytical, and creative thinking. The possession of these skills will help a person to adapt to any situation and to be better prepared to perform any task regardless of his choice of vocation.

World Economy. We must understand better the complexity of world economy. Our knowledge of production and distribution is too unbalanced. We know a great deal about production but too little about how to distribute it. We know that there is something seriously wrong with a system when we produce so much food that much of it has to be stored in warehouses, and yet, two-thirds of the people in the world go to bed hungry every night. Our children will be affected by this problem. Therefore, they need to be taught how to grapple it.

Child Development. A basic understanding of the principles of child development is also needed. Dr. Warren Ketcham, of the University of Michigan, speaking on "The Individual and the Group," said: "Understanding the group does not necessarily help one to understand individuals. **Mental age** is the most predictive factor of

success in school. The impact of going from grade one to grade two," Dr. Ketcham further said, "is greater than the impact of going from high school to college, regardless of the parents' attitudes. Six and one-half years mental age seems to be significant for the beginning of school achievement. Yet, there is sometimes as much as three and one-half years difference in the chronological ages of children whose mental age is six and one-half years."

How do we wait for these children to become ready for school work? It is obvious that we cannot wait in a vacuum. What do we do with them and for them while they are waiting?

What implications do these child development principles have for teaching and supervision? First, in order to help pupils toward proficiency, it is incumbent upon the teacher to familiarize himself with the kinds of pupils he teaches. Therefore, it is the responsibility of the teacher to accept the variability in groups of children. Every child should have and does have the right to be accepted as he is. One of the major factors attributed to dropouts is the feeling of lack of acceptance by the teacher. As supervisors of instruction, we must ask ourselves if we are providing the support and assistance which teachers need to make them as proud of slow achievers as they are of rapid achievers. Some teachers hesitate to accept the slow group of a grade when their schools group classes homogeneously, because their supervisors show more pleasure in observing the rapid achievers' performances than they do in the slow achievers' performances.

Supervisors should help teachers understand that no method of teaching will make all children achieve what we call grade level. Good teaching is not necessarily the use of new techniques. An indication of good teaching is the change in behavior of the pupil who is learning. If a child learns more from a procedure, perhaps it is justifiable. Supervisors can do much to assist teachers by helping them to experiment with new methods of teaching, and then by evaluating so as to validate results.

A challenge to educate is acceptance of children as individuals and as members of groups. We must face up to the fact that the result of good teaching is variability. In grade 7 there is a spread of seven years in reading achievement ranging from fourth through eleventh grades.

The curriculum should vary in every school, in every classroom, every year in the same classroom. We must stop talking about what we must teach children, and talk about what children can learn. The curriculum cannot be set in the State Department or in the central office. It is not the intention of the State Department of Public Instruction to set the curriculum for all the schools of North Carolina; rather it is their aim to for-

ulate guidelines, minimum standards, predicated and substantiated in sound principles of the best research at a given time. It is intended that local schools, administrative units and lay people will adjust and formulate curricula suitable for the children who will be exposed to them. In the final analysis, the teacher and pupils must develop the curriculum if it is to be effective in helping pupils to achieve their purposes.

The following are guidelines that might be helpful to supervisors:

1. Do not attempt to force change on the teacher. If a teacher is trying to change, help her, but do not worry about people who do not want to be bothered.

2. Teachers—most of them—want help. When teachers are not well-trained, we must help them to do their best. In-service education, observer-teacher conferences, and inter-school visitations are good techniques for helping in-service teachers improve their competence in teaching.

3. Educational television is definitely on the increase and holds much promise, not only in its educational effectiveness but also in its apparent ability to help school systems and school personnel to supplement and improve upon conventional organization and method. It is an important instructional medium, not a substitute for teaching itself.

PROJECT ENGLISH

(Continued from Page 10)

areas of concern according to grade level, skill complex, student clientele, or other basis, or a combination of these. Examples of such proposals are language development in grades one through six, reading in the secondary school, high school-college articulation in composition and literature, and English as a foreign language in large metropolitan school systems.

Each center would be expected to complete its change in three to five years, but it would issue new curriculum materials as developed.

Liasons with the Profession

The Office of Education, through the establishment of a national advisory group, will be in a position to facilitate communication between the educational community and other pro-

fessional associations, state agencies, and higher educational institutions, and the many agencies for appropriate dissemination of new materials and methods emerging from the project.

Correspondence relating to the sponsored activities of Project English—basic and applied studies and curriculum study centers—should be addressed to David L. Clark, Director of the cooperative Research Branch.

... AND WHAT DOES IT DO?

The present activities of Project English include six Curriculum Study Centers and thirty research studies. Funds have been made available for three years of demonstration centers.

The impact of Project English upon the profession has been encouraging. Elementary, secondary, and college teachers have responded enthusiastically to the Project. Over 200 heads

4. Supervisors must help teachers to better understand pupils. This will necessitate, at times, that teachers upgrade themselves in their knowledge of guidance and child development. A teacher cannot help a pupil meet his needs if she fails to understand him. The need for guidance grows out of the existence of individual differences. Each child presents a unique pattern of characteristics which makes assistance and guidance necessary if he is to develop to his optimum. Too many teachers are deficient in the area of guidance. Guidance is not something that "just happens;" it must be learned and planned.

A supervisor (remember, this can be a superintendent, principal, etc.) may wish to come face to face with his situation. You have fifty or more individuals who look to you for leadership as they seek ways to teach their pupils. What do these teachers really think of you? Are you understanding and sympathetic? Are you skilled in human relations? Do you recognize worth in every human being? How is your skill in group dynamics? Would this educational program make more progress without you, or are you really important to its operation?

Only the Supervisor himself can answer these questions, and thereby, decide whether or not he is a supervisor, possesses the new image.

Dr. Frank B. Weaver, author, is State Supervisor of Elementary Education with the State Department of Public Instruction, Raleigh, N. C.

of college departments of English (a group that by and large had previously shown small interest in the problems of teaching their subject on other academic levels) wrote to the Office pledging their support; over 350 attended a specially planned Modern Language Association program in 1962. Departments of English and schools of education are cooperating in each of the Curriculum Study Centers and in several of the research studies. Leading professional organizations such as the National Council of Teachers of English (CTE), the Modern Language Association (MLA), and some departments of the National Education Association (NEA) are giving solid support.

Curriculum Study Centers

Colleges, universities, or State departments of education may submit proposals for Curriculum Study Centers in En-

glish designed to develop sequential patterns for teaching reading, composition, and related language skills, to test promising materials, and to develop curriculum recommendations and materials. Contracts have been signed with a number of colleges and universities undertaking such projects as: English for the able college-bound in grades 10-12 (Carnegie Institute of Technology); English with special emphasis on composition in grades 7-14 (Northwestern University); An articulated program in composition in grades from kindergarten to the first year of college (University of Nebraska); Preparation and evaluation of curricular materials for grades 7-12, based on language study (University of Minnesota).

Basic and Applied Research Studies

Through colleges, universities or State departments of education, individuals or groups may present proposals for research that show promise of contributing to the improvement of instruction on any level. A number of such proposals have already been approved by the Cooperative Research Advisory Council. Thirty research projects in English are being conducted at present. A few of these studies and their directors are listed below:

1. Relationship between ability in written composition and awareness of syntactic relationships (Roy C. O'Donnell, Mount Olive Junior College).
2. Comparative effectiveness of writing, drill on usage and mechanics, self-instruction, group discussion, theme correction and criticism, and immediate tutorial feedback upon learning of composition skills (William McCooly, University of Wisconsin).
3. Ways of developing unfamiliar concepts in high school students (George H. Henry, John A. Brown, University of Delaware).

4. Use of patterned (similar to that of teaching English as a foreign language) with native speakers who have distinctly non-standard dialects (San Su Lin, Claflin College).

5. The application of descriptive linguistics to the teaching of English and a statistically measured comparison of the relative effectiveness of the linguistically oriented and traditional methods of instruction (Henry Lee Smith, Jr., University of Buffalo).

6. A study to identify the content of linguistically based grammar instruction on a junior high school (V. Louise Higgins, Connecticut State Department of Education).

7. An evaluation of five methods of teaching spelling in the second and third grades (Hale C. Reid, State University of Iowa).

Demonstration Centers

The Office of Education through the Cooperative Research Program provides support for the establishment of Demonstration Centers in English. Centers will permit and encourage observation, study, and selection by personnel from nearby and distant schools; they will disseminate information about particularly successful content, techniques, and programs of instruction. Such Centers may be sponsored on the elementary, secondary, and college levels. A Center may demonstrate either a total English program or selected aspects, such as the use of linguistics, the teaching of literature, an integrated program in composition, the use of audio-visual materials, a program in which flexibility of teacher use and class scheduling is a feature, inservice education, or the preparation and induction of teachers of English. Some Centers may wish to prepare films or kinescopes for dissemination; a "curriculumobile" might be one possibility.

Requests for more detailed information on Curriculum Study

Centers, research studies, or Demonstration Centers may be addressed to: Coordinator of Project English, U. S. Office of Education, Washington 25, D.C.
Project English: Its Future

Although Project English is still in the formative stage, its long-range possibilities are many. The needs peculiar to the field of English suggest the desirability of several types of activities such as:

1. Special short seminars for college teachers to familiarize themselves with significant recent research and to facilitate exchange of information, ideas, and techniques.
2. Special scholarships, fellowships, or loans to teachers for professional improvement.
3. Increasing the familiarity of the professions and the public with excellent teaching and teaching practices now in existence.
4. Institutes for elementary, secondary, and junior college teachers to increase their knowledge of language and literature, to improve their skill in writing, and to acquaint them with new teaching methods and instructional materials. Perhaps, as in science, summer, academic-year, and inservice institutes may be planned. Alternatively, extension course may replace inservice institutes.
5. Continuation and extension of basic and applied research, with improved dissemination of results.

NEW SECRETARY

Miss Ludie Butler of Abbeville, South Carolina and a 1963 graduate of Durham Business College with a diploma in Junior Accounting, occupies the new secretarial position. She will perform general office duties and serve as Secretary to the Field Representative and Treasurer-Manager of the NC-TA Credit Union.

From The Editor's Desk

On August 24, 1964, due to the resignation of Dr. Charles "A" Lyons, Jr., Executive Secretary, an Interim Committee of the Board of Directors, Dr. Lafayette Parker, Dr. S. E. Duncan and J. H. Lucas assumed the duties of the Executive Secretary appointing Fred D. McNeill, Jr., as Office Coordinator. The Interim Committee was still accepting applications for the positions of Executive Secretary and Coordinator of Publications, Public Relations and Research as we went to press in early October, 1964. The Board hopes to make an announcement concerning filling these vacancies in the very near future.

CONSERVATION CAMP STAFF POSITIONS

Job Corps is now accepting applications for staff positions in its Conservation Camps. Over twenty of these camps will be opened around November 1 in various parts of the nation, and many others in the following months.

Positions available are as follows:

Deputies for Education — Masters Degree or equivalent. Background in education, guidance and/or social work. Administrative and supervisory experience. To direct and supervise educational, recreational and guidance programs in camps. Salary \$10,250. Housing for self and family.

Guidance Counselors — Masters Degree or equivalent. Experience in education with training specialization in guidance and counseling. Responsible for guidance program, will supervise volunteer advisors. Salary \$8,650. Bachelor housing provided at campsite. Family housing available nearby.

Instructors — Bachelors Degree or higher. Experience and training will determine category and salary. Will teach basic subjects such as reading. Salaries \$5,000 to \$7,220. Bachelor quarters provided at site. Family housing available nearby.

Write for applications to: The President's Task Force on the War Against Poverty, Box 105, Washington, D. C. 20525.



Among the educators called to the White House on July 30, 1964 by the President of the United States was our Executive Secretary then, Dr. Charles "A" Lyons, Jr., of the North Carolina Teachers Association.

President Johnson declared the 88th Congress would be known as the "Education Congress" because of the constructive educational legislation passed. He called the educators of our nation together, just as he called other groups forming a major part of our national life, to request assistance in the solution of some of the pressing problems.

The President asked educators to return to their communities and enlist the loyal support and aid of others to make our society great.

THE NEGRO BABY

(From President Kennedy's Message to the United States Congress on February 28, 1963)

OPPORTUNITY

"The Negro baby born in America today — regardless of the section or State in which he is born — has about one-half as much chance of completing high school as a white baby born in the same place on the same day — one-third as much chance of completing college — one-third as much chance of becoming a professional man — twice as much chance of becoming unemployed — about one-seventh as much chance of earning \$10,000 per year — a life expectancy which is seven years less — and the prospects of earning only half as much.

NEW SECRETARY

Replacing Mrs. Patricia A. Jones, veteran secretarial staff member, is Miss Barbara J. Williamson, a 1960 graduate of J. W. Ligon High School. Holding a 1964 B. A. Degree in Business Education from Saint Augustine's College, Miss Williamson will serve as Secretary to the Executive Secretary-NCTA.

The NCTA Credit Union

SUPPLEMENTARY APPLICATION FOR LOAN

(Cut Out or Reproduce)

Date.....

Name

Address

How long have you lived at this address?

Last Previous employment

Are you under contract for the 1964-65 school year?.....

Teaching position

Location

How long in this position?

How Long in the Teaching Profession?

Monthly Salary

Superintendent

Office Address

Supervisor

Office Address

Principal

School Address

Home Address

Telephone

Do you own or are you buying your home?

Do you own an automobile?

Any other indebtedness? State Fully

Are you married? Single? Divorced?

(Check one)

How many dependents do you have?

Give three credit references; one must be your bank reference. List location.

1.

2.

3.

The above statements are made for the purpose of obtaining the loan, and are true to the best of my knowledge and belief.

AMOUNT DESIRED

GROSS OR NET

CIRCLE ONE

PREFERRED DATE,

INITIAL PAYMENT

Signature of Applicant

Headquarters

APPLICATIONS FOR NEW MEMBERS SHOULD BE ACCOMPANIED BY A MONEY ORDER OF \$10.25.

All checks for shares and joining fees should be sent to:

N. C. T. A. Credit Union

125 E. Hargett Street

Raleigh, North Carolina

Application Blank For New Members

Name Home Address

Mailing Address

Teaching Position School

Location Social Security No.

Age Group: 54 or under 55-59 60-64 65-69

(For Insurance Purposes)

Number of shares (\$5.00 each) Total

Joining Fee \$0.25 Total amount submitted

District Local Unit

Date Signature

THE NCTA CREDIT UNION

125 EAST HARGETT STREET
RALEIGH, NORTH CAROLINA 27601

BOARD OF DIRECTORS

THEBAUD JEFFERS	President	MRS. EDNA C. RICHARDS	
MISS MYTROLENE L. GRAYE	Recording Secretary	MRS. BESSYE SHIELDS WILDER	W. E. HALL
FRED D. McNEILL	Secretary-Treasurer	MRS. MAE SUE HENRY	C. M. McCALL
DR. S. E. DUNCAN	DR. LAFAYETTE PARKER	D. F. WALKER	C. J. BARBER
		W. R. COLLINS	C. C. PASCHALL
		MRS. MAE RUDD WILLIAMS	
		MISS WILMA E. POWELL	
		P. U. WATSON	

CREDIT COMMITTEE

QUINTON K. WALL

MRS. NORA EVANS LOCKHART

SANFORD E. WILLIAMS

SUPERVISORY COMMITTEE

HAROLD H. WEBB

DR. S. B. FULBRIGHT

ATTY. RICHARD E. BALL

STRIVING FOR 1,000 NEW MEMBERS AND \$50,000

How The Credit Union Operates

REGULAR SAVING

Members are encouraged to save regularly in multiples of \$5.00. Savings are called "shares" in the credit union. From this accumulated capital, loans are made to members for practically any good purpose at low interest. After expenses are paid and legal reserves set aside, the credit union's income is returned to the members in the form of dividends on their savings. Dividends are paid to encourage further thrift, and as a reasonable rental for the use of the member's money.

LIFE SAVING INSURANCE

Through Cuna Mutual, Your NCTA credit union provides Life Saving insurance as an added inducement for thrift. This insurance is supplied to savers without extra charge. Under the plan, each dollar a members saves up to \$2,000.00 before age 55 is matched with a dollar of life insurance. A decreasing scale applies to money saved after age 55.

LOW COST BORROWING

Credit union loans are per-

sonal loans, made for provident or productive purposes. Common reason for borrowing include old bills, taxes, medical expenses, vacations, education and family emergencies. The interest on loans is never more than $\frac{1}{2}\%$ per month or 6% yearly. There are no extra charges. This is a cheaper rate than most financial institutions.

CHARACTER IS SECURITY

The character of the borrower is always the basic security for a credit union loan. By state law, the loan limit per member may not exceed 10% of the paid in shares. As additional security against operational hazards, we require a co-signer on regular loans. Any responsible adult may co-sign a note but we prefer the principal's signature. The recommendation of any NCTA Board Member or NCTA Credit Union Board Member will facilitate loan processing.

LOAN PROTECTION INSURANCE

Through CUNA Mutual, your NCTA credit union provides Loans Protection insurance without extra charge. Under this plan, the borrower's loan balance is life insured 100%. This feature includes total or

permanent disability up to age 60.

ESTATE LOANS

The savings contract or "estate loan is a unique feature. Under this special plan, your credit union will loan you for saving purposes on your signature, \$50.00 payable is six \$8.67 payments, \$75.00 for six \$12.88 payments, \$100.00 for six \$17.20 payments, \$300.00 for eight \$39.00 payments, \$500.00 for twelve \$44.18 payments and \$1,000.00 for twelve \$88.34 payments. The above amounts can be credited to your shares immediately with insurance coverage on both your savings and loan.

FUNDS ARE PROTECTED

The funds in the credit union are protected in many ways. (1) Mechanics & Farmers Bank, Raleigh is our depository and funds received must be deposited there. (2) All funds must be disbursed by check. (3) The credit union operates under North Carolina law and is supervised by the N. C. Credit Union Division. (4) The law requires surety bonding and substantial reserves to protect the money against operational hazards. (5) The supervisory (auditing) committee of members

makes a constant check on the credit union's operation.

DIVIDENDS

The NCTA Credit Union Board of Directors voted to declare 5% dividends as of December 31, 1964.

PURPOSE OF

THE ASSOCIATION

To Serve As A Savings and Loan Institution For The 12,400 Teachers Affiliated with NCTA.

POTENTIALITY

If 1,000 members saved \$50.00 each in our Credit Union during the school year, the net worth increases by \$50,000.00 to more adequately meet some

of our needs. If 6,000 members saved \$50.00 each, the net worth will be \$300,000.00. It could provide for improved services such as budget counseling, advisory tax information, a loan limit of several thousand dollars and a full time staff. Does your school or local unit have 10 individuals willing to save at least \$50.00 this school year? Shares are \$5.00 each and the joining fee is \$.25. Join Now!!

HEADQUARTERS

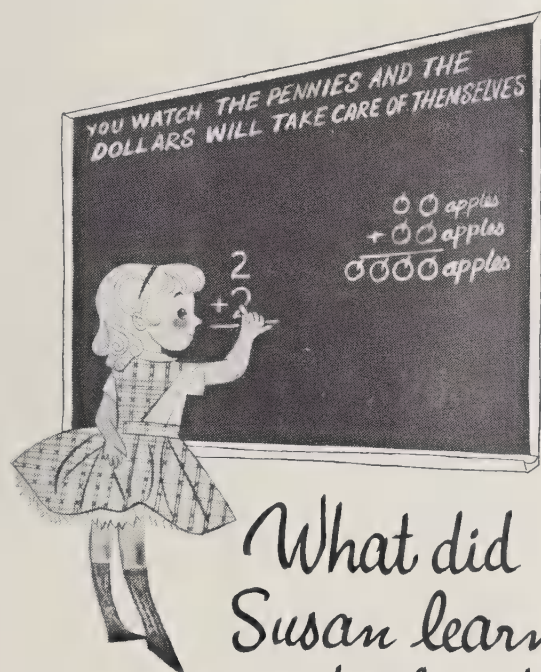
All funds and requests should be sent to:

NCTA CREDIT UNION

125 East Hargett Street

Raleigh, North Carolina

27601



What did
Susan learn
in school today?

Did she learn the values of thrift and responsibility? How to make dimes and quarters add up to dollars?

These are some of the valuable lessons each child can learn through the U. S. Treasury's School Savings Program.

By putting their dimes and quarters into U. S. Savings Stamps, thousands of American children are saving toward the purchase of U. S. Savings Bonds—one of the best investments any of us can make.

A successful School Savings program is based on partnership—the teacher, the child, the parent, the volunteers who make it go. Our country is a partner too—because young citizens who buy Savings Stamps are helping to keep America strong.

You save more than money with

U.S. SAVINGS STAMPS AND BONDS

The Division of Administrators and Supervisors Announces Its FIFTH ANNUAL CONFERENCE for

Principals and Supervisors
Theme: "Achieving Freedom
Through Excellence In
Education"

John F. Kennedy
Junior High School
Harlem Ave. & 11th Street
Winston-Salem, N. C.
November 18-19, 1964

For room reservations write:

A. B. Reynolds, Principal
Anderson Senior High School
Winston-Salem, N. C.

Announced by:
F. J. Corbett, Acting Chairman
Division of Administrators
and Supervisors

SUPPLEMENTARY INFORMATION SHEET FOR PROSPECTIVE SCHOLARSHIP APPLICANTS

SEPTEMBER, 1964

For helpful information and assistance in making application, prospective college students should write to:

National Scholarship Service and
Fund for Negro Students
6 East 82nd Street
New York City
National Achievement Scholarship

Program—200 to be named in '65. "The plan . . . will be operated under the auspices of the National Merit Scholarship Corporation . . . Known as the National Achievement Scholarship Program, the new competition will begin in October, with the first 200 winners to be named in the spring of 1965. The selection of the finalists and the winners will be made in proportion to the Negro population in four geographical areas." For information, write to:

National Achievement Scholarship
Program
Ford Foundation
477 Madison Avenue
New York City 10022

—New York Times
July 13, 1964

Another source of information and aid is the Royal Crown Cola Education Fund. For information, write to:

Executive Vice President
Pickett-Hatchel Educational Fund
Columbus, Georgia



Things go smoother refreshed. Coca-Cola, never too sweet, gives that special zing . . . refreshes best.

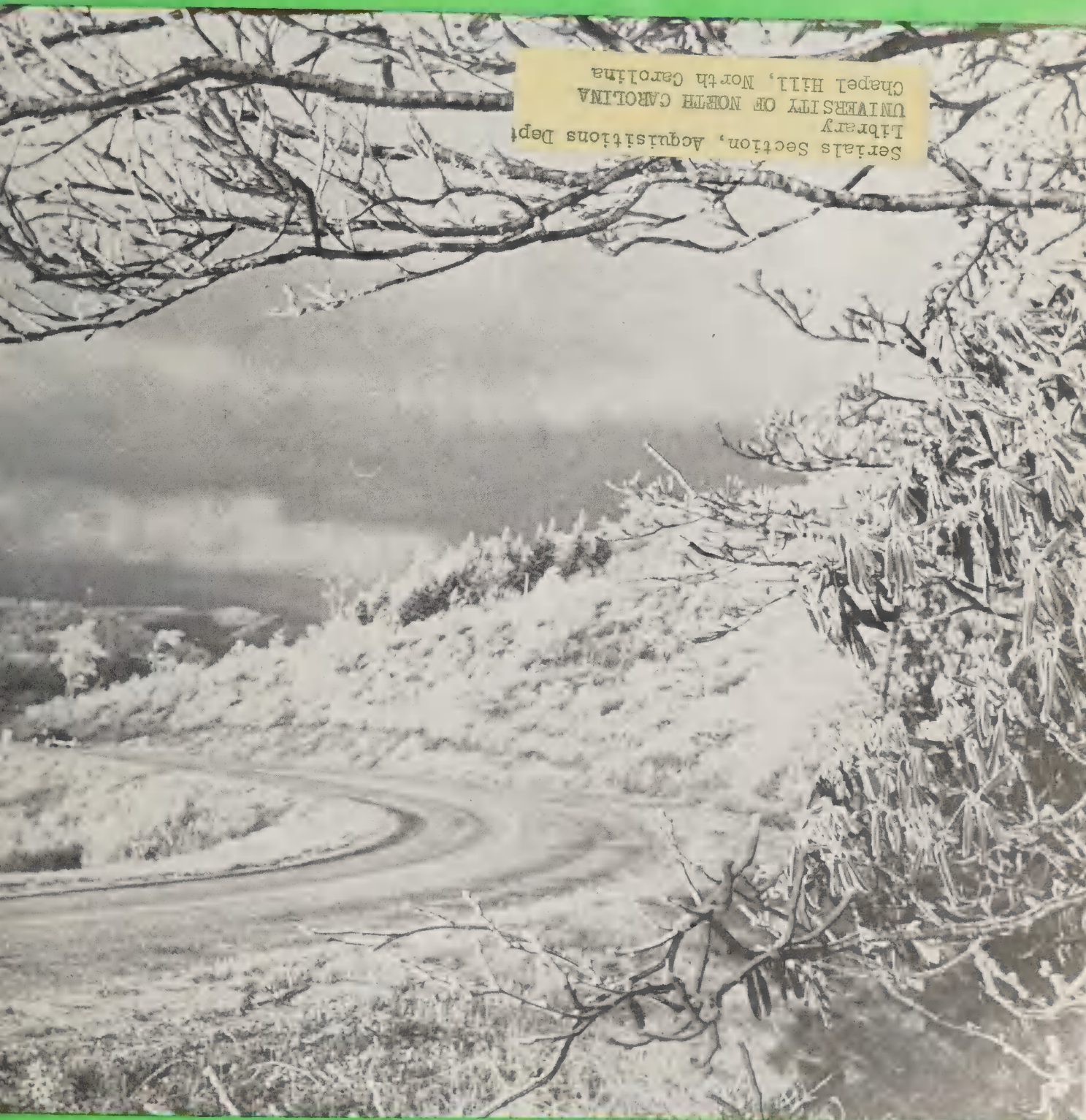
things go
better
with
Coke



TRADE MARK ®

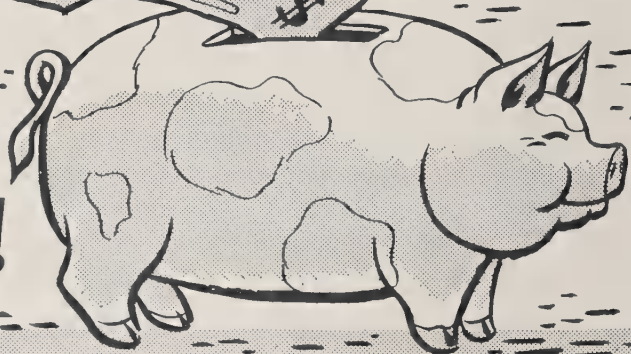
Teachers Record

OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION



Magic Miles

SAVE MONEY!



CONSOLIDATE YOUR ORDERS . . .

Consolidate your orders for all titles and the one shipment from us will save you the difference in transportation from Raleigh to your address against the cost of transportation from several different points of shipment of much greater distance.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK

If it's used in North Carolina — We have it!

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidelis Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.

Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Richard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-FOUR YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1965

North Carolina SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street

Telephone 832-3321

Raleigh, N.C.

ELLIOTT B. PALMER
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Tolliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER

MAGIC MILES

A snow scene on the Blue Ridge Parkway in Western North Carolina. This is one of the many miles of magic splendor for educational travel through scenic North Carolina. Photo—courtesy of The Hall of History, State Department of Archives and History.

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Five Hundred Copies

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXV

JANUARY, 1965

NUMBER 1

CONTENTS

	Page
The President's Message	3
The White House	4
The Great Awakening	5
New Appointments	15
Proposed Budget For 1965-66	18

Special Features

Administrators and Supervisors Conference	6
East Piedmont District	7
Northeastern District	8
North Central District	8
Southeastern District	8-9
Associational — Board of Directors	14
North Carolina Teachers Association Committees	16
Classroom Teachers Corner	18

Articles

Unusual Retirement Gift	10
The Tour	10
Let's Get Acquainted	10
Step Forward Without Fear	11
School Lunch Superintendent Retires	12
The Election Year Team Teaching	12
Briefs From Journal	12
Good Citizenship and Mental Health	13
Local Projects Recognition Program	20
Classroom Teachers Blast Off For '64-'65	21
Memorandum	22
The UNC Fund	23
NDEA Legislation Praised	26
Why Not Retire To—Instead Of From?	27

Advertisers

N. C. School Book Depository	Inside Front Cover
Teacher Loan Service	11
University of Pennsylvania	17
Malloy Income Tax Service	28

* * * *

NEXT ISSUE

Details of the 84th NCTA Convention

N. C. T. A. OFFICERS

GENERAL OFFICERS '66*

Dr. S. E. Duncan, President Salisbury
Mr. M. M. Daniels, Vice President Wilson
Mrs. Geneva J. Bowe, Recording Secretary Murfreesboro
Dr. Nelson H. Harris, Treasurer Raleigh

SPECIAL OFFICERS

Dr. Lafayette Parker '66 Winston-Salem
Immediate Past President
Mrs. Juanita Corbin '65 Bolton
President, Association of Classroom Teachers
John H. Lucas '66 Durham
State NEA Director
Mrs. Elizabeth D. Koontz '67 Salisbury
President-elect, NEA Department of Classroom Teachers

ELECTED MEMBERS

Mr. G. A. Page, Raeford '65
Miss Edna S. Smallwood, Trenton '65
Mrs. Jettie D. Morrison, Statesville '65
Mr. O. N. Freeman, Charlotte '66
Mr. J. H. Twitty, Saint Pauls '66
Mr. King A. Williams, Winfall '66
Dr. S. O. Jones, Greensboro '67
Mrs. Lucille P. Burton, Asheville '67
Mrs. L. B. Daniels, Raleigh '67

DISTRICT PRESIDENTS

Coastal Plains Mr. A. D. Smith, Dover '65
Southwestern Mr. James A. Clarke, Charlotte '65
North Central Mr. L. H. Moseley, Gumberry '65
Western Mr. L. R. Campbell, Statesville '65
East Piedmont Mr. G. L. Foxwell, Raleigh '66
Northeastern Mr. Francis H. Mebane, Farmville '66
Southeastern Mr. Bruce Hargrove, Maxton '66
Piedmont Mr. J. C. Duncan, Yanceyville '66

DISTRICT REPRESENTATIVES

North Central Mr. T. V. Foster, Jr., Rocky Mount '68
Western Mr. W. O. T. Flemming, Salisbury '68
Coastal Plains Mr. J. H. Wooten, Goldsboro '68
* Expiration of Term

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Juanita M. Corbin, Bolton

- A. Department of Elementary Teachers—Samuel Poole, Elizabeth City
 - 1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
 - 2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
- B. Department of Secondary Teachers—Robert W. Boley, New Bern
 - 1. Section of English Teachers—C. C. Lipscombe, Raleigh
 - 2. Section of Foreign Language Teachers—Ann Bowers, Concord
 - 3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
 - 4. Section of Mathematics and Science Teachers—Clarence S. S. Newsome, Ahoskie
- C. Department of Teachers of Exceptional Children—Miss Lena Branch, Mount Olive
- D. Department of Retired Teachers—L. H. Hall, Salisbury (deceased)

Division of Specialized Education—G. L. Foxwell, Raleigh

- A. Department of Home Economics Teachers—Mrs. Eloise Branch, Raleigh
- B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
 - 1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
- C. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
- D. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
 - 1. Section of Driver Education—Isaac Barnett, Greensboro
- E. Department of Business Education Teachers—J. V. Turner, Durham
- F. Department of Extension Education—(Unreported)
- G. Department of Librarians—Arabella E. Bryant, New Bern
- H. Department of Guidance—Mrs. Edythe R. Tweedy, Rocky Mount
- I. Department of Bible Teachers—Mrs. Eva L. Merritt, Durham
- J. Department of Art Teachers—Mrs. Helen W. Daniels, Durham
- K. Department of Audio Visual Aids—J. C. Duncan, Yanceyville

Convention Announcements

The 84th NCTA Annual Convention

April 8-9, 1965

Raleigh Memorial Auditorium

Raleigh, North Carolina

Convention headquarters will be at the Raleigh Memorial Auditorium where all general sessions of the convention will be held. Some sectional and departmental meetings will be held on the campuses of Shaw University and Ligon High School. Other details will be announced soon.

Division of School Administrators and Supervisors—F. J. Corbett, Rocky Point

- A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
- B. Department of Principals—S. B. T. Easterling, Ellerbe
 - 1. Section of Elementary Principals—C. D. Marsh, Durham
 - 2. Section of High School Principals—R. S. Cooper, Pantego
 - 3. Section of Junior High School Principals—O. F. Hudson, High Point
 - 4. National Association of Secondary School Principals—Dr. S. O. Jones, Salisbury
 - 5. National Association of Elementary School Principals—A. C. Crowder, Goldsboro
 - 6. Association of Supervision and Curriculum Development—Alice Green, Wilson

Division of Higher Education—L. H. Robinson, Greensboro

- A. Department of Administration—(Unreported)
- B. Department of Instruction—Charles A. Ray, Durham
- C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

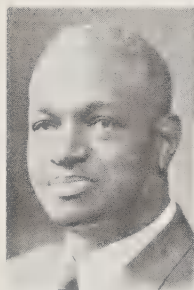
Mr. Fred D. McNeill, Jr., Field Representative and Treasurer-Manager NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Classroom Teachers
Mrs. Thelma Keck, Coordinator of Publications, Public Relations and Research—NCTA
Mrs. Della P. Perry, Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Miss Barbara J. Williamson, Secretary to Executive Secretary—NCTA
Miss Tabitha Pettiford, Secretary-Stenographer
Miss Ludie Butler, Secretary to the Field Representative
Mr. James Jones, Building Custodian

The President's Message

Co-Workers:

Greetings to all as we move further into the year of 1965 and face the second half of another school term with increasing opportunities and concomitant responsibilities. We could expect no less as members of a great profession. Whatever our success as members of N.C.T.A., it seems almost needless to state that such has been contingent upon the work done by the locals. It has been here that the spirit of cooperation with state and national organizations has been admirably exhibited. The significant accomplishment of establishing more than 12,000 memberships with NCTA and more than 11,000 with NEA gives tangible evidence of the effective work of the local units and of their interest in unified memberships which costs in most instances only a pair of shoes. It has increased the stature and status of NCTA which must continue to have as its goal the increasing effectiveness of the programs of the locals and a united front.

The Hammocks Beach constitutes one of the most outstanding physical assets of the Association with greater potential for the further development of our educational and recreational resources. The acceptance of greater control of its program by NCTA places the major responsibility for its development more impressively before us. The 4H and NFA Clubs under the supervision of their sponsors and with great support are proving the value of the facility with their programs for youth. The Hammock Board has provided leadership and initiated service to keep the project alive and, against obstacles, it has guided its destiny, along with the State, to produce one of the most beautiful and most useful beaches along the southeastern shores of the Atlantic. The time is near when we must find greater means for support of the Hammocks to become the great asset that its donor and the association envisioned. It must become of greater



Dr. Duncan

value to the educational interest of the Association with other benefits to Onslow County and the State.

Another area to which we must address ourselves involves the history of the Association. The Association has never compiled a complete history of its outstanding contributions to education in the State, the South and the Nation. A Committee on Research has been established that will conduct a study of the history of the association.

It seems both appropriate and timely for the Association to launch the study while it strives for one hundred percent membership of the teachers, and as organizations and as institutions are facing merger and integration with strength.

The plan adopted by NEA in its 1964 convention in Seattle, that sets the stage for the recognition of only one state association within a state follows the trend evident among many organizations and allows time for smooth transition. The eventual implementation of the plan may prove that the relations between races and between two associations in the same southern states may be as good as they have been presented with pride and profit. In this, North Carolina's position is a fortunate one in the southern region as attested to by the Nation. It is expected that leadership will be exerted in cooperation for the good of educational advancement as has been the case in the past.

Merger and then integration, rather than the reverse, form the basis of an approach for the southern states that recognizes the human and physical resources of each of the two associations.

Integration extended over many years by permissive regulations at the local level would fail to recognize the past and present conditions of each association to educational progress within the same state and would show disregard for some of the dignity, worth and service of professionals who were affiliated with local, state and national associations. Merger would provide for such and fair representation. Merger would not only be followed by integration where the entire state would be involved, but it might just become an important factor in helping North Carolina to rise above its relative position in education among the states of the Nation. Above all of this, it would provide an atmosphere for the creation of another united force in the interest of all the students whom we profess to serve.

In the process ours is to cooperate as an example of democracy within the confines of its great ideals and within the principles of our education philosophy. In the meantime, NCTA has no choice but to remain strong and exert every effort for the improvement of the various components of its program.

The White House

Office of the

White House Press Secretary

On November 1, 1964, the President issued policy papers dealing with four major domestic problems facing the nation. They include: Education, Health, Conservation of Natural Resources, and Farm Policy. Other policy papers will be issued from time to time.

EDUCATION

I believe that every child has the right to as much education as he has the ability to receive. I believe that this right does not end in the lower schools, but goes on through technical and higher education—if the child wants it and can use it.

I want this not only for his sake, but also for our nation's sake. America badly needs educated men and women. And America needs not just more education, but better education.

Nothing matters more to the future of our country. Not our military preparedness — for armed power is worthless if we lack the brain power to build a world of peace. Not our productive economy—for we cannot sustain growth without trained manpower. Not our democratic system of government—for freedom is fragile if citizens are ignorant.

Thomas Jefferson once said, "If we expect a nation to be ignorant and free, we expect what never was and never will be." Our nation's school systems were founded on that proposition.

Today, forty-one million students are enrolled in our public schools. Four million more will enter by the end of this decade. But that is not enough. One student out of every three now in the fifth grade will drop out before finishing high school—if we let him. Almost a million young people will quit school each year—if we let them. And over one hundred thousand of our smartest high school graduates each year will not go to college—if we do nothing.

This cannot continue. It costs too much: we cannot afford it. The whole nation suffers when our youth is neglected.

Twenty percent of our 18 to 24 year-olds with an eighth-grade education are unemployed—four times the national average—while jobs in America are hunting for trained men and women. Jobs filled by high school graduates rose by 40% in the last ten years. Jobs for those with less schooling decreased by nearly 10%.

In the next ten years, thirty million boys and

girls are going to enter our job force. Unless we act now, two and one-half million of them will not see the inside of a high school; eight million will not finish high school; and too many of our schools and colleges will be jammed like city buses at rush hour. Our youth will suffer a handicap that no amount of time—no amount of money—can remove.

We must act. I pledge now to put education at the head of our work agenda. First, we must broaden and improve the quality of our school base. We will need a minimum of nearly 400,000 new classrooms in our public schools during the next five years to eliminate overcrowding and replace unsatisfactory facilities. We will need over 800,000 new public school teachers in the next five years to keep up with expanding enrollments and to replace those teachers who retire or resign—and we need to increase incentives so that our best people will be attracted to the teaching profession. But most of all we must provide a good education for every boy and girl—no matter where he lives.

Second, we must concentrate our teaching resources in the urban slums and the poor rural areas. Our war on poverty can be won *only* if those who are poverty's prisoners can break the chains of ignorance. This means that we must give our best a chance to do their best.

Third, we must expand and enrich our colleges. Our college enrollment is due to double within this decade. It will reach almost nine million by 1975, and will probably expand to four or six times its present size before this century ends.

Fourth, we must recognize that education is a lifelong process. In today's world, we cannot neglect the adult's need for schooling to keep up with technology.

Fifth, we must strengthen our state and community education systems. We do not intend to forsake our tradition that schools and colleges should be controlled at the local level.

This is neither new nor radical. The late Senator Taft declared, "Education is primarily a state function—but in the field of education, as in the fields of health, relief and medical care, the Federal Government has a secondary obligation to see that there is a basic floor under those essential services for all adults and children in the United States."

Every President from Franklin Delano Roosevelt to John Fitzgerald Kennedy worked to build that floor. I plan to get on with the task.

THE GREAT AWAKENING

By Elliott B. Palmer

Education in North Carolina is experiencing a great awakening. Educational practices and emphasis in the State, like those in other sections of the nation and the world, undergo changes and cycles over the years. Reversing such practices and emphasis is a common expectation among educators as time, condition and need dictate. Such changes in emphasis and practices are not always new (perhaps to the newcomers to the educational profession or to a young generation), but such changes are necessary to meet emerging problems. One thing is certain—and this has made no fundamental change—emphasis for centuries has been on the need for educating the masses.

In North Carolina and else where, many agree, that in order for a society to maintain a high level of existence and compete in this highly mechanized era, it must educate its masses. Maintaining this philosophy, North Carolina has undertaken some recent changes and emphasis reflecting "A Great Awakening."

In the past few years, our state has placed added emphasis on programs designed to provide for individual differences of "The Slow Learner" and for the "Above Average Student". North Carolina, through the NDEA program, has placed added emphasis on "Increased Instruction in the Areas of Science, Mathematics, Foreign Language," and "The Humanities." More recently, through the efforts supported by finances of the North Carolina Fund, a great deal of emphasis is being placed on programs designed to "Break the Cycle of Poverty" by providing for adult education, dropouts, industrial centers, etc. Already, the North Carolina Fund has apportioned a matching fund of \$2 million or 14 per cent of the total fund, for pilot studies in the public schools of the state. News releases stated that emphasis would be placed in the primary grades (1-3). Another \$6½ million has been earmarked for community projects encompassing many and varying projects of community life. Presently, reinforcing this area of emphasis is the federally financed program "Operation Break Through" with its multi-millions.

The projects described above may differ in terms of size, scope or the geographical location in which they are implemented but, they all are designed to educate the masses and break the "Cycle of Poverty." The writer is in agreement with the basic philosophy underlying these new projects in our state and feels that these innovations are the beginning of the "Era of Great Awakening" in education in North Carolina.

While in agreement with these current emphasis on new approaches to educating the masses and while it is common knowledge that no one method will completely eliminate poverty, the writer does feel that our present approach to this situation might result in temporary reduction of the size of the problem only to find ourselves in a few years faced with another generation of the disadvantaged and the destitute. At present, our approach is one which attempts to correct and upgrade the conditions of the adult and near generations, generations already overlaid with debts, family responsibilities and stubborn pride. It is not the writer's suggestion that these generations be "cast to the wolves;" rather, he suggests that consideration be maintained and the approach to the problem reconsidered.

The solution to any problem necessarily involves serious consideration of the approach to the problem. Certain theories surround the basis for the recommended approaches herein stated.

A current theory in educational psychology, as advanced by Jerome Bruner, suggests that limitations on the intelligence quotient (I. Q.), is not determined by heredity; rather, by experience background. Dr. Horace Mann Bond in his writings on the "Development of an Intelligence," points out that intellects usually spring from backgrounds of parents with some degree of schooling. Theories of psychology point up that personality habits and traits are deeply imbedded in a child by the time he reaches age six. Studies on dropouts point up that a noticeable portion of dropouts usually begin about the sixth grade. With these facts in mind, it seems a more realistic approach would be to provide more education for more people and future generations will breed less inept adults. Functional adults break the "Cycle of Poverty."

How can this be done? This can be done by enlarging our present emphasis on eliminating this problem. Instead of the greater emphasis on pilot projects for adult and near adult, the greater emphasis should be on the extension of formal training of the pre-school learner.

In the Raleigh News and Observer, (1-3-65), in a feature entitled "Exhausted Teachers Find School Project Heavenly," by Rose Post, (in her description of the pilot project of the N. C. Fund in Salisbury) it was stated, "Locally, school people felt that culturally deprived or not, the children who had not been to kindergarten were the ones who needed to get ready to enter school." In the writer's personal experience in Durham

(Continued on page 27)

SPECIAL FEATURES — DISTRICT CONFERENCES

NCTA Districts Have Successful Conferences

November 18 - 19, 1964

A. B. Reynolds, principal, Anderson Junior-Senior High School, Winston-Salem, was Chairman of the Host Committee for the Annual Fall Conference for Administrators and Supervisors, which met at the Jack Tar Winston Hotel, the John F. Kennedy Junior High School, and the Brown Elementary School, November 18-19, 1964. Pictured above are some of the program participants.



AT THE BANQUET—Left to right: John H. Lucas, State NEA Director; E. B. Palmer, Executive Secretary, NCTA; Ned Smith, Associate Superintendent, Winston-Salem/Forsyth County Schools; Leo Morgan, Assistant Superintendent, Winston-Salem/Forsyth County Schools; Raymond Sarbaugh, Associate Superintendent, Winston-Salem/Forsyth County Schools; A. C. Crowder, Principal, Greenleaf Elementary School, Goldsboro, N. C.; F. J. Corbett, Principal, Pender County Training School, Rocky Point, N. C.; Miss G. J. Bowe, Recording Secretary, NCTA, and A. B. Reynolds, Chairman of the Host Committee.

AT THE BANQUET—JACK TAR WINSTON HOTEL—Left to right: Dr. Robert W. Eaves, Executive Secretary, Department Elementary Principals, Washington, D. C.; Dr. S. E. Duncan, President, North Carolina Teachers Association, Salisbury; Dr. Mary H. Scott, Department of Elementary Principals, NEA, Washington, D. C.; Eugene Johnston, Assistant Superintendent, Winston-Salem/Forsyth County Schools; Marvin Ward, Superintendent, Winston-Salem/Forsyth County Schools; Roy Ray, Chairman, School Board, Winston-Salem/Forsyth County Schools, and Dr. Kelley O. P. Goodwin, Pastor, Mt. Zion Baptist Church, Winston-Salem.



Dr. Gordon L. Andrews, Director, North Carolina Advancement School, speaking.

East Piedmont District

The Garner Consolidated School, Garner, North Carolina, was host to the fifth annual meeting of the East Piedmont District of the North Carolina Teachers Association conducted Friday, October 9, with more than six hundred administrators, supervisors, and teachers in attendance.

The theme for the meeting was "Education for World Responsibility."

Keynote Address. Dr. Samuel E. Duncan, President of the North Carolina Teachers Association and President of Livingstone College, featured speaker during the General Session, used as his subject, "Education and Government—Our Responsibility."

Dr. Duncan subscribed to the belief that an educational system is rooted in the kind of government existing in a given state or nation and that educational philosophy is directly related to national beliefs.

"America," he pointed out, "not only recognizes physical fitness, but respect and dignity of the individual. A paramount concern is that its citizens learn how to think, what to think, and what is worth thinking about. In this age of mass information, ideas and ideals, selectivity is mandatory."

Evidences of progress accomplished in North Carolina through good government mentioned included state-wide bus transportation, equalization of salaries, an improved curriculum, better training programs for teachers, extensive school building programs, and good rapport between state officials and lay leaders.

"The teacher's responsibility," continued Dr. Duncan, "is to use their influence to secure good government and utilize all available resources in achieving this objective."

In closing, Dr. Duncan challenged EPDT members to remain strong as an organization, to increase the efficiency of

their local units, to increase their support of the Hammock's Project and "above all, to support the principles of democracy, for our big problem is not making America safe for democracy, but rather making democracy safe for America."

Mrs. E. Pratt, representing the TEPS Program, cited its purpose—to help to improve instruction through the media of teacher - training institutions and teacher certification standards. She strongly recommended that local units set up such a committee as a medium through which an effective line of communication can be perfected.

Sectional meetings. During the various sectional meetings (through the use of films, demonstrations, and discussions with representatives from the State Department of Public Instruction serving as consultants), the following topics were explored: "Methods in Teaching Modern Arithmetic," "New Ideas and Trends in Curriculum Development," "Need for Consistent Use of Electronic Equipment," "Guidance for Tomorrow's Teenager," "Urbanization in North Carolina and Its Effect on Agriculture," and "Service to Education After Retirement."

Business session. District officers elected for the next bi-

ennium during the business session included G. L. Foxwell, Raleigh, President; Mrs. Eva Merritt Pratt, Durham, Vice President; Mrs. Martha Johnson, Durham, NEA Coordinator; G. F. Newell, Raleigh, Parliamentarian; Grant M. Beaty, Raleigh, and J. A. Coburn, Raleigh, NCTA Nominating Committee; Mrs. Caesarea D. Debnam, Raleigh, and Mrs. Nora E. Lockhart, Raleigh, NCTA Elections Committee; and Linwood Sanders and Alfred Perry, Raleigh, East Piedmont Board of Directors.

In compliance with the rotation system for the election of NEA delegates as stipulated in the EPDTA constitution, Charles D. Keck of the Franklinton City Unit was elected delegate with Mrs. Hudie S. Boone as alternate.

Classroom Teacher officers elected were as follows: Mrs. Ruby Carter, Director; Mrs. C. J. Barber, Assistant Director; Mrs. Bessie Redding, Secretary; Mrs. M. H. Stalling, Assistant Secretary and Mrs. Elizabeth Williams, Parliamentarian.

Committee Chairmen to be named by President-Elect Foxwell include: TEPS, PR&R, Hammock's Beach, and NCTA Credit Union.

James R. Barnes, current EPDTA President, was the presiding officer.



Standing (L. to R.) Mrs. Rubie Carter, Director, East Piedmont District, NCACT; Mr. E. L. Saunders; Mr. George L. Foxwell, newly elected President, East Piedmont District, NCTA; Mr. Alfred C. Perry and Mrs. Bessie B. Redding.

Seated (L. to R.) Mrs. Nora Lockhart; Mrs. Eva M. Pratt, Vice President, East Piedmont District, NCTA, and Mrs. Caesarea D. Debnam.

Northeastern

November 13, 1964

Vice-president F. H. Mebane presided over the Twenty-Seventh Annual Meeting of the Northeastern District of the NCTA on Friday, November 13, 1964 at Elizabeth City State College. The general theme was "Education for World Responsibility Through Excellence in Achievement."

Greetings were extended by members of the NCTA Executives and office staff.

Dr. W. N. Ridley, president of the college, gave a special progress report on the project "Improvement of Mathematics."

He also introduced Dr. Richard Bardolph, head, Department of History, University of North Carolina at Greensboro, who was the speaker for the first session.

Dr. Bardolph's subject was "Profession and its Responsibility in This Time of Crisis." In relating the role of the teacher, Dr. Bardolph said, "The teacher has a tremendously heavy responsibility and opportunity for improving quality education. Barriers are falling away and victory is in sight. Everything is on the Negro's side, if he will keep a level head and ask *not* for favors, but work to achieve." In conclusion Dr. Bardolph stated that "knowledge is power and schools are the generators of that power."

President A. R. Bowe opened the second general session of the district. The speaker for this session was Dr. William F. Brazziel, director, General Education, Norfolk Division, Virginia State College. Highlights of Dr. Brazziel's address included a challenge to the group to help eliminate hereditary problems of poverty; to use scientific methods and all skills available to solve problems; and to use vision and spirit to build up a generation of children who will continue to improve with the passing years.

Following the various committee reports and recognition of visitors, President Bowe de-



Standing left to right: Mr. Francis F. Mebane, President, Northeastern District, NCTA; Dr. Richard Bardolph, Head of Department of History, University of North Carolina at Greensboro; Mrs. Edna C. Richards, Executive Secretary, North Carolina Association of Classroom Teachers; Mr. A. R. Bowe, Past President, Northeastern District, NCTA; Mrs. Elizabeth D. Koontz, President-Elect, NEA Department of Classroom Teachers; Mr. M. M. Daniels, Vice-President, North Carolina Teachers Association, and Mrs. Juanita M. Corbin, President, North Carolina Association of Classroom Teachers Association. (Names of first two ladies unknown).

clared the last general session of the Northeastern District adjourned.

North Central

November 6, 1964

More than six hundred teachers of the three-year old North Central District, North Carolina Teachers Association, heard Dr. James E. Cheek, dynamic president of Shaw University speak Friday, November 6, at Pattillo High School, Tarboro. Dr. Cheek said "the Negro's contribution to the business world must no longer be limited to just fun, food and funerals," but he must of necessity enter into all areas of business and economic competition to prove himself worthy of consideration as a world citizen. He stated that after more than two hundred years of slavery and a century of post-slavery servitude, the Negro should be finished with acting with deceit and "scratching where it doesn't itch," before his white overlord. The Negro must stand up and be counted for education and freedom. He should restudy his plight with an eye to adopting better

techniques in obtaining his complete freedom.

Cheek plugged for adult education in all communities and said, "that unless good men and women do what they know needs to be done, evil men will take over." In conclusion, he said, "Man has decreed that only free men shall be educated, but God has decreed that only educated men shall be free."

The speaker was introduced by Mr. M. M. Daniels, vice-president, NCTA. Greetings were brought by Mr. C. B. Martin, superintendent, Tarboro City Schools, who was introduced by Mr. R. H. Cherry, principal of the W. A. Pattillo School.

Southeastern

DISTRICT SPEAKER

DR. BENJAMIN MAYS

President, Morehouse College
Atlanta, Georgia

November 20, 1964

One thousand, two hundred and twenty persons registered for the Twenty-eighth Annual Meeting of the Southeastern District of the North Carolina Teachers Association which convened at Fayetteville State Col-

lege, November 20. The general theme was "Education for World Responsibility."

The first general session in Seabrook Auditorium included department meetings of Classroom Teachers, administrators and supervisors; and a lunchroom workers section. The theme: "I Teach A Child" was brought out in the discussion of Association Responsibility and Service for Classroom Teachers. Mrs. A. M. Pridgen, Central High School, Whiteville, is District Director.

The theme: "Education for World Responsibility" as related to administrators and supervisors, was stressed in a scholarly message by Dr. Frank B. Weaver, Supervisor of Elementary Schools, State Department of Public Instruction, Raleigh.

Highlights of the Lunchroom Workers Section included a baking demonstration.

The sectional meetings, elementary and high schools, featuring a demonstration in team teaching, with the general session devoted to the themes: "Social Adjustment and Communicable Skills for World Responsibility" and "The Changing School Curriculum in Mathematics and Science." Miss Thelma L. Cumbo, Guidance Consultant, State Department, Public Instruction, Raleigh, spoke on the topic "Guidance for the Culturally Disadvantaged." Miss Cumbo geared her remarks to concern over drop-outs which primarily come from the underprivileged groups. "Counselors," she stated, "must realize that students who drop out of the tenth and eleventh grades were potential drop-outs in the third and fourth grades, due to poor reading habits and being at least one or two grades behind their class." Miss Cumbo pled for more articulation between the elementary, junior high and senior high groups so that the counselors can identify these potential drop-outs and provide more guidance for keeping them in school.

Other features of the First General Session included the



BOARD OF DIRECTORS OF THE SOUTHEASTERN DISTRICT

These are members of the Board of Directors of the Southeastern District of NCTA in their conference planning session. Left to right: Curtis C. Ray, Dunn; Mrs. Helen Chick, conference registrar, Fayetteville State College; Mrs. Annie Pridgen, district director, NCACT; Miss Dorothy Washington, corresponding secretary, Lumber Bridge; J. A. Brown, president, Lillington; Bruce Hargroves, vice-president, Maxton; George Young, Lumberton; L. G. Muldrew, Reiglewood; P. R. Hankins, Longwood, and Arthenius Dew, Fayetteville.

Not shown: Robert Williams, Erwin; L. D. Best, Whiteville, and Mrs. Alma Lennon, Whiteville.

theme: "Music Education for World Responsibility;" and "Driver Education - The Science of Staying Alive." Presiding over the business session was Mr. Bruce Hargrove, Vice-President of SED.

The high point of the second general session was the address by Dr. Benjamin Mays, President, Morehouse College. Dr. Mays said, "The world's future is in the hearts and hands of the young. Teachers shape the lives of the young more than any professional group. Teachers must be dedicated for world responsibility, which requires understanding of and appreciation for people of other lands—their languages, habits, customs and traditions; also their successes and failures. Nobody is prepared for world responsibility who thinks that he and his country are better than the vast majority of the countries. Those who have a world view must recognize the fact that

there is no essential difference between them."

"Children should be taught right attitudes early. Much of the prejudice," Mays states, "is due to what was taught in history books or what was taught at home. In the past, nothing good was written about the Negro; but the bad was always on the front page. How could anybody develop a world view with geography and history taught that way," he argued. Dr. Mays declared, "that it has taken the South 100 years to develop a man big enough to be President of the United States. The South has produced brilliant men, but they were restricted in their world view and blinded with prejudice. President Lyndon Johnson, a southerner, has grown to the point of world view. Dr. Mays added, "I hope that Goldwater will realize that he was defeated because his mind was restricted. No man

(Continued on page 28)

GUEST ARTICLES

Unusual Retirement Gift

A Resume of a Report by
W. R. Collins

By E. B. Palmer

W. R. Collins for thirty-five years principal of Johnston County Training School, Smithfield, N. C. retired from the teaching profession on June 18, 1964, after serving the profession forty-two years. He and his wife, Alice, now reside in Durham, N. C., at 304 Formosa Avenue.

Having been honored by the school staff on other occasions, the most unusual gift came upon Mr. Collins' retirement in 1964. The school staff and friends (local and state), through a sponsoring committee, conducted a most colorful and interesting retirement program for the Collins' in Smithfield at the school. The highlight of the occasion, and a complete surprise to the Collins, was the presentation of a check covering the entire cost of a "GRAND CIRCULAR TOUR OF EUROPE" for forty-five days. This included thirty-five days on the continent and eleven days for travel via SS Queen Elizabeth and the SS United States.

The idea of a surprise tour abroad as a gift for the Collins' was conceived and unanimously agreed upon among the entire faculty and staff at the school. No official word was given to the principal on what the committee had selected until the check was presented during the program. It was finally disclosed, that funds for this gift were secured through private contributions of some local and state friends of the couple, who were contacted by the committee members and by the staff members. This was a cooperative effort for which the Collins' will continue to be grateful. Mrs. Carolyn G. Ennis served as

general chairman while Mr. Reginald Ennis served as gift chairman. Both are staff members.

THE TOUR

By W. R. Collins

THE TOUR: We left New York City, via SS Queen Elizabeth on September 23rd, and arrived at Southampton, England on the 28th. The GRAND CIRCULAR TOUR was sponsored by the NRTA and NRPA with national headquarters in New York City and Washington, D.C. The total number of persons in this tour was seventy-three, which made it necessary to divide into three sections, X, Y, and Z. After reaching Southampton we were assigned to section X, and we continued to London via bus, where we remained for three days.

While in Europe the following countries were visited by us: England, three nights; Holland, two nights; Germany, five nights; Switzerland, three nights; Italy, eleven nights; Monaco, an afternoon, and France, four nights. Some of the places visited in the respective countries were: Southampton, London, Oxford, Stratford-on-Avon, Banbury, Chelmsford and Colchester—*England*; The Hague, Amsterdam, Volendam, Hoek—*Holland*; Cologne, Ruedesheim, Heidelberg, Hornberg, Bunn, Coblenz, Oppenheim, Worms, Freiburg, Black Forest—*Germany*; Lucerne, Kuessnacht, Altdorf, Lugano and Como—*Switzerland*; Milan, Venice-Lido, Padova, Florence, Vicenza, Rome, Pisa, Rapallo, Verona, Ferrara, Naples, Seina, Viterbo, Pincio, Piazza, Navona, Terracina, Grosseta, Portofino, Alasio, Tarquina, Livorno, Viareggio, Genoa, San Remo, Bologna—*Italy*; The Principality of Monaco; Nice, Lourve, Chartres, Versailles—*France*.

The complete story is too long to write, in fact it may never be

told in full, but this brief summary is in order, because it gives special significance to the gift as representative of the extraordinary confidence the staff had in its leader, which inspired the favorable reaction of the many friends. To attach any other motive to the acts of this appreciative group would tend to discredit a most loyal group of co-workers. We consider ourselves most fortunate to have had the opportunity through the past thirty-five years to serve a most worthy group of people. No call for assistance was ever too late at night or too early in the morning for a favorable response from the Collins', whether it was in line with regular duties or extra cases . . . no, was never used as an answer. The Staff in consideration of this total service by two dedicated persons acted without precedent, for which we will always cherish the very warmest feelings.

Various aspects of the tour were covered by movie camera and tape recordings, as a means of giving us a living record of many of the experiences that we will cherish.

We cannot be too high in our praise for the many friends who responded favorably when requested by the committee. This act on your part gives us the assurance of your faith and confidence in us, and it will help us to go on living and serving in all possible ways for a better world in which to live. Thanks again for the most extraordinary experience.

Let's Get Acquainted

By Mrs. P. M. Jackson
Fourth Grade Teacher
East Side School
St. Pauls, N. C.

Since the Supreme Court has ruled it unlawful to have prayer in the public schools, religion

is now a family matter. Therefore, parents should take more time to teach their children about God, his unlimited powers, his love and presence in the heart and soul of mankind.

As parents, we want the best for our children, we want them to meet important people, we want them to go to the best schools, and we want them to be popular. Nevertheless, we fail to help them get acquainted with the One who is greater than any one of these things—God!

Adolescents are faced with a vast number of problems, temptations and self-decisions. This is obvious by the way they express themselves in doing the "Jurk". Dealing with these problems from a psychological basis is our most modern method in use. However, a solid foundation in God will give an assurance of security and an answer to all problems when man's methods fail.

There are many young people in this generation which we now find ourselves, who have a burning desire to serve God, and to make their lives a blessing unto the world. These are children of ambition, vision and consecration, who not only discover their talents early, but develop them and put them to use. They must be inspired to accept Christ also.

Through accepting Christ, we receive eternal life as a heavenly reward. Without Him, in spite of success and wealth, we are merely existing as mortals with no definite goal towards eternity.

Look around you. The world has a lot to offer, especially to a young, growing and unmolded mind. One must decide what to accept and what not to accept. There are temptations which require faith in a greater power than man's mechanisms, and a determined mind to resist them!

The decision to accept Christ is also an individual one. Day by day you talk with Him and then you wait quietly and expectantly for Him to send you some message. You don't hear

an audible voice, nor is one necessary. God puts His thoughts into your mind. It is not long until you feel that His presence is near, and you come to enjoy having daily fellowship with Him.

Young People, make a real life for yourselves. Trust God and keep him in your heart. Let Christ mold your minds and your souls as he has done your bodies. Let him live within you, and let him help you to decide the right thing to do at those crucial moments in your life.

However, as you depend on God, make sure, that you yourself are dependable. Think what it means for a child to say to his parents, "You can depend on me". Think what it means for a child to say to his God, "You can depend on me".

We are at the beginning of a new year now, and I am suggesting, that we make it our aim to help our children get acquainted with God.

Step Forward Without Fear

By G. W. Cooper
Scouts Instructor

D. F. Walker High School
Edenton, North Carolina
Troop 91

Today, many thousands of men and women throughout America are taking an active part in scouting, helping boys and girls to become leaders of tomorrow. In other words, helping them to become aware of their responsibilities in a changing society.

Much work remains to be done. How can it be done? By supporting your local unit in every community. Give the boys and girls in your community a sense of belonging. Scouting will become more meaningful when it is self-planned and self-directed.

Teaching A Skill

There are five basic steps in teaching a scout skills:

1. Preparation

To have the essential equipment and supplies in sufficient quantity so the skill can

be demonstrated, taught, and practiced.

2. Explanation

The explanation serves two major purposes: (1) to introduce the subject by giving some background about its usefulness and application; (2) to describe the subject in detail, enough to complete but not confusing.

3. Demonstration

This is to show the process. To me, it is the first step in actual teaching. This should be done so well, that the student will have confidence in his own ability to achieve success.

4. Practice

The learning process begins when students have the opportunity to try to do the skill themselves under the guidance of an instructor. Nothing can beat the "Learn by doing" method.

5. Teaching

We often learn best those things we teach to others. Each student should have an opportunity whenever possible to demonstrate and practice teaching others. This will depend on the type of skill and how well the student has learned.

Summary:

Scouts must have the abilities to advance their personality traits and the ability to learn the skill.

Insist on accuracy first, then speed. Let him make mistakes if they will impress on him the right way, but definitely point out mistakes.

TEACHERS! BORROW \$50 to \$300 BY MAIL

Quick! - Easy! - Private!

Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home **BY MAIL** on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

TEACHERS LOAN SERVICE, Dept. F
BRUNDIDGE, ALABAMA

Name _____

Address _____

City _____

State _____

School Lunch Superintendent Retires

Mrs. Anne W. Maley, State Supervisor of the School Lunch Program with the Department of Public Instruction, has announced her retirement from this work, effective December 31, 1964.

For twenty years Mrs. Maley's dedicated and efficient services with the Education and School Food Service program have been felt throughout North Carolina. According to a statement from Mrs. Maley, "during the twenty-year period, the food services in the schools mushroomed into a 45 million dollar operation."

"The lunchrooms came out of the basement into well-lighted colorful and spacious quarters, equipped with quality food service facilities. The number of schools served increased from 549 to 2200 with services to schools expanding in all areas; the State staff increased from six to thirty, and a special milk program for summer camps, child care centers, and other non-profit, non-school child care units, was put into effect."

Mrs. Maley states, "that along with the increase in the number of schools with top quality facilities for serving the students and faculty, an education program has developed, both for employees and the children they serve. Workshops, summer courses at the colleges and on the job training programs for lunchroom employees have helped them in upgrading their efficiency and also the quality of the food served."

Mrs. Maley noted that during these twenty years, the principals, teachers, pupils and other members of the various communities wholeheartedly supported her program, for which she expressed her appreciation.

We heartily salute Mrs. Maley for her untiring efforts and wish for her added happiness in life.

The Election Year Team Teaching

By Mesdames R. C. Melvin,
E. G. Wall and
Mr. O. E. McKnight

"Team Teaching" at East Side School, Saint Pauls, North Carolina, worked very well in the eighth grade during the time of the election. The theme, "Getting Children Ready for the Election," was suggested by the social studies class.

The objectives were: (1) To give a better understanding that all choices reflect the values of the individual or group; (2) To give a better understanding, that in a democracy, individuals cooperate for the betterment of all; (3) To show that there is a need for the opinion of every responsible person; (4) To show that in a democracy, good communication plays an important part in the selection of wise leaders; and (5) To give a better understanding of the importance of thinking for oneself in the best manner. These objectives were carried out very successfully by curriculum correlation. In language arts pupils participated in a variety of learning experiences—oral and written reports, debating, slogan writing, campaign speeches, and words pertaining to elections. In music, students made a collection of pictures comparing them with recordings used during elections. In art, many bulletin boards were designed. Also banners and insignias were made. Mathematics presented an interesting problem. Graphs were made on which pupils related the congressional districts to the number of states, and the number of representatives to population, illustrating the popular and electoral votes. In social studies, an opinion poll was taken which showed that Johnson was favored with 97% of the votes and Goldwater with 3%. On that state level, Moore received 90% and Gavin 10% of the votes. Through the social studies program a campaign was planned and carried out

successfully in which the students voted.

In carrying out this type of activity, we hope that pupils will carry information home to their parents, and that the pupils themselves will be intelligent about voting procedures.

BRIEFS From Journal

Rhode Island Senator
Urges New Youth Policy

WASHINGTON, D. C.—The United States should develop a national policy to treat the problems of youth as a whole and "not in the fashion we have been following—with separate activities for the delinquent, the physically unfit, the dropout," suggests Senator Claiborne Pell, Democrat of Rhode Island.

Writing in the December issue of the National Education Association's "NEA Journal," Senator Pell continues:

"While some young people have serious problems, or are serious problems, this is not true of the large group that we call average youngsters. In addition, we have that small percentage who are above average—the brilliant and talented.

"I am not suggesting that we put all young people into one big pot, add a pinch of salt and some spice, stir and blend, and see what we get.

"Instead, I am suggesting that we develop a national policy that will open the way for all young people to set their sights higher, to strive for better things, to participate more fully, to develop more responsibility.

"If youth is the greatest resource of any nation, we must pay attention to all our young people, not just those who vex or disturb us. We must open up new avenues, new opportunities, for the fortunate as well as for the less fortunate."

In making a survey of the facts on youth, with assistance of the Library of Congress Senator Pell says he came upon

(Continued on page 28)

GOOD CITIZENSHIP AND MENTAL HEALTH

By Nelson H. Harris
Professor of Education
Fayetteville State College

To develop good citizens, schools must create an atmosphere which is democratic in nature and in spirit. Teachers must know and use techniques and practices which tend to raise the adjustment levels of children representing every facet of the school population.



If you want to raise the emotional adjustment level of children, you must create desirable relationships between teachers and students. When a school becomes concerned about meeting the needs of students, the emotional climate of the school and the quality of citizenship tends to improve.

Tensions and anxieties arise out of fears, hostilities, and the need for giving and receiving affection. The pattern followed can be either withdrawal or acts of aggression. The problem, as it concerns teachers and parents, is that of recognizing the existing tension, getting some idea of its source, and then providing situations by which it can be relieved.

The mental health of the teachers themselves is of paramount importance in the production of good citizens. Schools will be able to produce better citizens if all who are associated with the schools are good citizens in words and actions. A school in which teachers are embittered and feel beaten down cannot hope to produce cheerful, happy, well-adjusted children.

Students must feel that they count for something, and that they live in an atmosphere which recognizes their individuality, encourages their self-respect, and motivates their ambitions to realize their highest potentials. The implication is that the school should give children opportunities to participate freely, as individuals, in the life of the school since in a real democratic school the work of each individual is valued.

SOME GUIDEPOSTS FOR HELPING SCHOOLS TO IMPROVE STUDENT CITIZENSHIP

1. Teachers need to know as much about developing emotional adjustment as they do about teaching subject matter.
2. Teachers should accept the idea that all behavior is caused. The most commonly known need of children are these: The need for love and affection; the need to belong; the need for recognition; the need for a feeling of personal worth; the need for achievement; the need for economic security; the need for sharing, and the need to understand their environment.

3. Good citizenship depends upon the quality of relationships among people. Teachers very frequently minimize the tremendous influence which they have on the character formation of children. They are as indispensable as parents.
4. Teachers should help to give students the love and affection which they need. Children develop their moral standards through imitation of adults. If they cannot identify themselves with adults because they feel no affection for them, they have difficulty in developing a moral way of life.
5. Teachers should help children to feel that they are important. To be effective citizens, individuals must feel that they are capable of contributing to others, that they are worth something to themselves and others.
6. Teachers and schools should find ways in which all boys and girls can experience success. Variations in abilities are normal, yet schools and classes are too frequently organized as though all children of a certain age level had the same intellectual capacity and needs.
7. Mentally healthy children learn better. A good citizen is an informed citizen.
8. Administrators should be more concerned about the mental health of teachers. Administrators are often so busy with their efforts to have a smooth running school that they have little time to be real educational leaders. Simple routine matters consume too much of their time and efforts.
9. Teachers and administrators must give attention to their own mental health. Teachers' colleges and school systems should provide psychological and psychiatric consultative service for teachers and administrators.
10. Both pre-service and in-service training of teachers must emphasize the relationship of good mental health to good citizenship. Teacher education institutions and educational leaders within the schools need to put more emphasis on understanding child growth and development and the significance of behavior.
11. Schools should afford more opportunities for children to satisfy their fundamental needs and to work out their normal emotional disturbances.
12. A changed school organization does not assure a better citizenship program or a better school. Improved schools depend on mentally healthy teachers and principals who understand their own needs and emotional disturbances and who also have a real understanding of what constitutes good mental health of children.
13. There is considerable agreement among behavioral scientists that as the individual acquires a reasonably accurate knowledge and understanding of the basic causes and motiva-

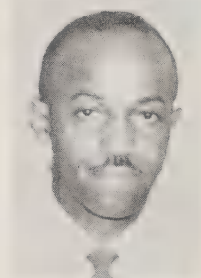
(Continued on page 27)

Associational

Board of Directors



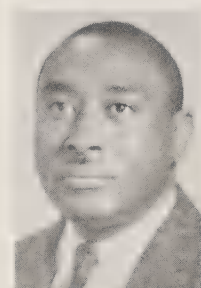
BOARD MEMBERS
NOT ON GROUP PICTURES



Joseph C. Duncan, Principal, Jones Elementary School, Yanceyville; President, Piedmont District NCTA and a member of the NCTA Board of Directors.



Dr. John H. Wheeler, President, Mechanics and Farmers Bank, Durham. A member of the Hammocks Beach Board.



W. O. T. Fleming, Principal, Monroe Street Elementary School, Salisbury; a representative of the Western District to the Board of Directors of the NCTA.



COLLINS NAMED HAMMOCKS BEACH FIELD REPRESENTATIVE
—Left to right: Dr. Rudolph Jones, chairman, Promotions and Operations Committee, Hammocks Beach Corporation, congratulates W. R. Collins, newly appointed Field Representative of the Hammocks Beach Corporation. Mr. Collins' appointment was made at the corporation's board meeting on Saturday, December 5, at the NCTA headquarters.

DISCUSS PLANS FOR IMPROVED FACILITIES AND SERVICES—These Hammocks Beach Corporation Board members met at NCTA headquarters Saturday, December 5, and discussed plans for improving the facilities and services of Hammocks Beach. Left to right: W. R. Collins; Dr. J. W. Seabrook; G. A. Page, Jr.; Mrs. Leona B. Daniel; Charles H. Coleman; J. A. Clarke; Dr. Lafayette Parker; Dr. Rudolph Jones; J. A. Brown; Dr. S. E. Duncan; Curtiss Todd, legal counsel; Mrs. Geneva J. Bowe, recording secretary; Oliver N. Freeman; A. R. Bowe; Mrs. Juanita M. Corbin; Dr. Nelson H. Harris; Mrs. Elizabeth Koontz, and King Williams.

Not pictured: Mr. J. H. Wheeler, Durham.



NCTA BOARD OF DIRECTORS MEET—In session Saturday, December 5, at NCTA headquarters were the following members of the North Carolina Teachers Association's Board of Directors: Seated, left to right: J. H. Twitty, East Side School, St. Pauls; A. D. Smith, Coastal Plains District, New Bern; L. H. Moseley, North Central District, Gumberry; G. A. Page, Jr., Southeastern District, Raeford; Mrs. Leon B. Daniel, East Piedmont District, Raleigh; Charles H. Coleman, Piedmont District, Reidsville; J. A. Clarke, Southwestern District, Charlotte; J. A. Brown, Southeastern, Lillington; Dr. S. O. Jones, Piedmont District, Greensboro; M. M. Daniels, vice-president, Wilson; Dr. S. E. Duncan, president, Salisbury; Curtiss Todd, legal counsel, Winston-Salem; Mrs. Geneva J. Bowe, secretary, Murfreesboro; Oliver N. Freeman, Charlotte; A. R. Bowe, Murfreesboro; Mrs. Juanita M. Corbin, Bolton; Dr. Nelson H. Harris, treasurer, Raleigh; Mrs. Elizabeth D. Koontz, NEA-DCT elected officer, Salisbury; John H. Wooten, Coastal Plains, Dillard High School, Goldsboro; King A. Williams, Winfall. Standing, left to right: J. R. Barnes, Henderson; J. H. Lucas, Durham; Dr. Lafayette Parker, Winston-Salem State College; W. A. Foster, Goldsboro; Fred McNeill, Durham, Field Representative, and E. B. Palmer, Executive Secretary.

Members not pictured: W. O. T. Fleming, Salisbury; George Foxwell, Raleigh, and J. C. Duncan, Reidsville.

New Appointments



Mrs. Thelma M. Keck

On November 14, 1964, Dr. S. E. Duncan, president of the North Carolina Teachers Association, announced the appointment of Mrs. Thelma Mitchell Keck to the position of Coordinator of Research, Public Relations and Publications for the NCTA, replacing Mrs. Barbara H. Douyon, who resigned for maternity reasons.

Mrs. Keck is a native of Winston-Salem, North Carolina. She has made her home in Raleigh since her graduation from North Carolina College and Shaw University.

For fifteen years Mrs. Keck was employed at Shaw University as director of publicity. Prior to that time she held the position of cashier-bookkeeper for the Acme Realty Company for a number of years.

Although a business major, she has received citations for her work in publicity, and as National Editor of *Up The Hill*, a publication of Jack and Jill of America.

Her contributions in numerous civic, religious and social organizations won her the title "Woman of the Year 1963," sponsored by the Omicron Zeta Chapter of the Zeta Phi Beta Sorority.

In addition to her active membership in several civic, political, and social organizations, she is an ardent worker in the Davie Street United Presbyterian Church, and is at present serving a second term on the Trustee Board of the Church. She is also a member of the Board of Directors of the Raleigh Day Nursery.

Mrs. Keck is married to D. H. Keck. They have a daughter and son, ages 19 and 18 respectively.



Mr. George L. Foxwell

George L. Foxwell, assistant principal at Ligon High School, and president, East Piedmont District of the North Carolina Teachers Association, has been named to the position of principal of the new Carnage Junior High School, Raleigh. The Carnage school, under construction on Haywood Street, is expected to be ready for occupancy by the 1965 school term.

Mr. Foxwell is a graduate of Saint Augustine's College, Raleigh with the B. S. degree in Health, Physical Education and Recreation; and received the M. A. degree from New York University. He has done further study in his field at New York University's Summer Camp at Lake Sebago, Sloatsburg, New York. He also pursued courses in physics and mathematics at Duke University, Durham, North Carolina.

In addition to Mr. Foxwell's previously mentioned professional affiliations, he is Chairman, Division of Specialized Education, North Carolina Teachers Association, member, Board of Trustees, St. Augustine's College, and basileus, Iota Iota Chapter, Omega Psi Phi Fraternity.

We wish for Mr. Foxwell much success in his new position.

C. D. Marsh, principal, North Harnett Elementary School, has been appointed Chairman, Department of Elementary Principals' Section, succeeding E. B. Palmer.

Harry Bryant has been appointed Principal of Lakeview Elementary School, Durham. He succeeds E. B. Palmer in this position.

Quinton Wall has been promoted to the position of principal, Johnston County Elementary School, Smithfield.

North Carolina Teachers Associations Committees

(The President and Executive Secretary of the Association are ex-officio members of all committees)

RESOLUTIONS COMMITTEE

Mr. W. T. Johnson, Chairman
1005 Benbow Road
Greensboro, N. C.
Mrs. Elizabeth Byrd, Supervisor
P. O. Box 368
Edenton, N. C.
Mr. Z. V. Gordon, Principal
DAVIS SCHOOL
Robbins, N. C.
W. H. Booker, Principal
WEST ST. ELEM. SCHOOL
New Bern, N. C.
J. A. Gibson, Principal
THE SOUTHSIDE SCHOOL
Rowland, N. C.
Miss Maude Freeman
510 West Third Street
Weldon, N. C.
James Foxx, Principal
1937 Crestdale Drive
Charlotte, N. C.
C. C. Griffin, Principal
LOGAN SCHOOL
Concord, N. C.
J. L. Johnson
1409 Nun Street
Wilmington, N. C.

BUDGET AND FINANCE COMMITTEE

W. A. Foster, Chairman
EAST END SCHOOL
Goldsboro, N. C.
J. W. Bond, Principal
W. S. ETHERIDGE ELEM.
Windsor, N. C.
E. E. Waddell, Principal
Second Ward High School
Charlotte, N. C.
A. H. Peeler, Principal
J. C. PRICE SCHOOL
Greensboro, N. C.
E. F. Wilson
927 Cameron Avenue
Winston-Salem, N. C.
Juanita Barnett
609 Atlantic Avenue
Rocky Mount, N. C.
Dr. N. H. Harris
918 New Bern Avenue
Raleigh, N. C.
A. J. Pindle Business Manager
Fayetteville State College
Fayetteville, N. C.

LEGISLATIVE COMMITTEE

Dr. F. G. Shipman, Chairman
NORTH CAROLINA COLLEGE
Durham, N. C.
J. O. Gibbs, Principal
CARVER HIGH SCHOOL
Spindale, N. C.
J. H. Carney, Principal
Route 2
Freemont, N. C.
Roosevelt Greenwood
Box 316
Mocksville, N. C.
W. R. Collins, Consultant
304 Formosa Street
Durham, N. C.

H. D. Cooper
Ahoskie, N. C.
James T. Taylor, Consultant
NORTH CAROLINA COLLEGE
Durham, N. C.
J. C. Bias, Principal
BRAWLEY HIGH SCHOOL
Scotland Neck, N. C.
Attorney Curtis Todd, Consultant
P. O. Box 2242
Winston-Salem, N. C.
W. H. Jones, Principal
707 Peartree Road
PASQUOTANK COUNTY
ELEM. SCHOOL
Elizabeth City, N. C.
Logan D. Delany
36 Bartlett Street
Asheville, N. C.
N. L. Dillard, Principal
CASWELL CO. H. S.
Yanceyville, N. C.
E. E. Miller, Principal
E. E. SMITH H. S.
Fayetteville, N. C.

CONVENTION PLANNING COMMITTEE

C. J. Barber, Chairman
GARNER CONS. SCHOOL
Garner, N. C.
G. F. Newell
J. W. LIGON JR.-SR. H. S.
Raleigh, N. C.
F. D. McNeill, Field Representative
NCTA, 125 E. Hargett St.
Raleigh, N. C.
M. G. Batey
JEFFREY'S SCHOOL
Route 6
Raleigh, N. C.

CONSTITUTION COMMITTEE

W. G. Byers, Chairman
FAIRVIEW SCHOOL
Charlotte, N. C.
Curtis Todd, Consultant
436 N. Church Street
Winston-Salem, N. C.
L. M. Hatton
Post Office Box 191
Henderson, N. C.
W. L. Reid, Principal
CARVER HIGH SCHOOL
Kannapolis, N. C.
E. V. Wilkins, Principal
WASHINGTON C. UNION SCHOOL
Roper, N. C.
Dorothy M. Washington
Post Office Box 729
Lumberton, N. C.
J. A. Harper, Principal
J. H. SAMPSON SCHOOL
Kinston, N. C.
J. A. Tarpley
DUDLEY HIGH SCHOOL
Greensboro, N. C.
Mrs. Lucille Heartley
Post Office Box 218
Clayton, N. C.

HEADQUARTERS BUILDING COMMITTEE

E. E. Waddell, Chairman
SECOND WARD HIGH SCHOOL
Charlotte, N. C.
J. L. Rice
Garysburg, N. C.
E. M. Barnes, Principal
DARDEN HIGH SCHOOL
Wilson, N. C.
C. B. Stewart
700 E. Lenoir Avenue
Kinston, N. C.
Mrs. Edna C. Richards, Consultant
125 E. Hargett Street
Raleigh, N. C.
Francis Mebane
H. B. SUGGS SCHOOL
Farmville, N. C.
J. E. Belton, Principal
STEPHENS-LEE HIGH SCHOOL
Asheville, N. C.
S. C. Smith
A & T College
Greensboro, N. C.
C. C. Griffin, Principal
LOGAN HIGH SCHOOL
Concord, N. C.
Mrs. Mae R. Williams
1847 Broadwell Drive
Fayetteville, N. C.
Mrs. Nora Lockhart
115 S. Tarboro Road
Raleigh, N. C.

TEACHER EDUCATION & PROFESSIONAL STANDARDS

Dr. Marguerite Frierson, Chairman
FAYETTEVILLE STATE COLLEGE
Fayetteville, N. C.
J. C. Simpson
508 Milford Hill Road
Salisbury, N. C.
Miss Annie M. Kenion, Supervisor
Duplin County Schools
Warsaw, N. C.
Mrs. Eva M. Pratt, Co-Chairman
1020 Rosedale Avenue
Durham, N. C.
Nelle A. Coley
1305 South Benbow Road
Greensboro, N. C.
Hazel Jordan
H. B. SUGGS SCHOOL
Farmville, N. C.
Mrs. Elizabeth Randolph, Principal
UNIVERSITY PARK SCHOOL
Charlotte, N. C.
Ila K. Bellamy
742 Atlantic Avenue
Rocky Mount, N. C.

LIAISON COMMITTEE

Dr. S. E. Duncan, Chairman
Livingstone College
Salisbury, N. C.
Dr. N. H. Harris
918 New Bern Avenue
Raleigh, N. C.
J. H. Lucas, Principal
HILLSIDE HIGH SCHOOL
Durham, N. C.

M. M. Daniels, Vice Chairman
ELVIE STREET SCHOOL
Wilson, N. C.

Dr. J. A. Tarpley
DUDLEY HIGH SCHOOL
Greensboro, N. C.

Mrs. Elizabeth Koontz
418 S. Caldwell Street
Salisbury, N. C.

Mrs. Nora Lockhart, Principal
CROSBY-GARFIELD SCHOOL
Raleigh, N. C.

Dr. Frank Tolliver
312 Cox Street
Raleigh, N. C.

DELEGATE ORIENTATION

J. H. Lucas, Chairman
HILLSIDE HIGH SCHOOL
Durham, N. C.

Mrs. Edna C. Richards
125 E. Hargett Street
Raleigh, N. C.

Mrs. Elizabeth Koontz
418 S. Caldwell Street
Salisbury, N. C.

J. V. Morris, Principal
MARY POTTER HIGH SCHOOL
Oxford, N. C.

J. C. Duncan, Principal
JONES ELEM. SCHOOL
Yanceyville, N. C.

M. M. Daniels, Principal
ELVIE ST. ELEM. SCHOOL
Wilson, N. C.

Mrs. Edgar D. Wilson
Route 1, Box 280
Kings Mountain, N. C.

C. J. Barber, Principal
205 N. Tarboro Road
Raleigh, N. C.

NECROLOGY COMMITTEE

J. W. Mask, Chairman
Monroe Avenue School
Hamlet, N. C.

Mrs. Amy Lutz
BERKLEY HIGH SCHOOL
Aberdeen, N. C.

Mrs. A. E. Frances
Brunswick Co. Training School
Southport, N. C.

Carl W. Franks
TEXANA SCHOOL
Murphy, N. C.

Mrs. Fannie T. Maggett
Box 272
Rich Square, N. C.

Lawrence Williams
1101 Hadley Road
Raleigh, N. C.

COMMISSION ON PROFESSIONAL RIGHTS & RESPONSIBILITIES

Mrs. Lucy S. Herring
64 Oakland Road
Asheville, N. C.

Mrs. Henrietta Hatton
P. O. Box 191
Henderson, N. C.

B. T. Washington, Principal
WILLISTON SR. HIGH
Wilmington, N. C.

Mrs. Virginia Newell
SHAW UNIVERSITY
Raleigh, N. C.

Mrs. Elizabeth Koontz
418 S. Caldwell Street
Salisbury, N. C.

Mrs. Mae Sue Henry
1500 Benbow Road
Greensboro, N. C.

Mrs. Mattie S. Edwards
Camp High School
Route 2, Shelby, N. C.

J. A. Lacewell
206 N. Lombard St.
Clayton, N. C.

John Slade
P. O. Box 230
Williamston, N. C.

CREDENTIALS COMMITTEE

Mrs. Audrey Robinson, Chairman
3654 Spaulding Drive
Winston-Salem, N. C.

Mrs. Willie H. High
1008 S. Person Street
Raleigh, N. C.

C. C. Watkins
Piedmont Street
Reidsville, N. C.

RESEARCH COMMITTEE

Dr. Elwood Boulware, Chairman
North Carolina College
Durham, N. C.

Dr. H. L. Trigg
427 S. West Street
Salisbury, N. C.

Dr. L. S. Cozart
1015 Clifton Street
Charlotte, N. C.

C. E. Moreland, Principal
Northwest Jr. High School
Charlotte, N. C.

Mr. H. V. Brown
506 E. Bunch Drive
Goldsboro, N. C.

Dr. F. L. Atkins
600 W. 26th Street
Winston-Salem, N. C.

J. W. Seabrook
FAYETTEVILLE STATE COLLEGE
Fayetteville, N. C.

Mr. W. R. Collins
304 Formosa Street
Durham, N. C.

Mr. Carl A. Harris
915 S. Main Street
Louisburg, N. C.

Mrs. M. L. Woodson
State Supervisor
Elementary Schools
Raleigh, N. C.

T. S. Cooper
504 Roanoke Avenue
Elizabeth City, N. C.
Mrs. Esmeralda Hawkins
601 Pennsylvania Avenue
Rocky Mount, N. C.

UNIVERSITY OF PENNSYLVANIA GRADUATE SCHOOL OF EDUCATION

NOW OFFERS

FOUR PROGRAMS OF EDUCATION FOR TEACHERS

CERTIFICATION ONLY

For holders of bachelors degrees who, in their under-graduate studies, have completed an academic major in a subject which is taught in the secondary school.

MASTER OF SCIENCE IN EDUCATION

The master's degree and certification requirements may be earned in elementary or secondary education in three semesters, and this may be accomplished within a calendar year. Areas of specialization are:

Administration
Counseling
Industrial Arts Education
Reading
Teaching (Elementary and Secondary)
Vocational Teacher Education
Work with Adult Blind

TEACHER INTERNSHIP

Teacher internship is a variation of the degree certification pattern. This internship is now being offered for a selected group of graduates seeking certification as teachers in secondary schools. It places them in a full-time position for a half-year, with pay as a teacher intern and supervision provided by the University.

DOCTOR OF EDUCATION

Many areas of specialization are offered. Typical of these are:

Administration (School and College)
Counseling
Curriculum & Instruction
Educational Psychology
Foundations Of Education
Teacher Education
Vocational Teacher Education

Half-tuition rates apply for full-time elementary and secondary teachers, in service or on leave; school administrators; and college graduates enrolled in a certification program. Deferred payment plan is available.

For information on undergraduate teacher training, write to College of Arts & Sciences or College of Liberal Arts for Women.

For further information, please call or write: The Dean of the Graduate School of Education, University of Pennsylvania, Eisenlohr Hall, 3812 Walnut Street, Philadelphia, Pa. 19104. Phone: 594-7361

SPRING SEMESTER

Registration:

January 15-20, 1965

Classes begin:

Monday, May 20th

Spring Term ends:

Wednesday, June 30th



University
of
Pennsylvania

PROPOSED BUDGET FOR 1965-66

REVENUE

BUDGET ITEMS

	1964-65	1965-66
Balance, September	\$ 9,500.00	\$ 9,000.00
Membership Dues	120,000.00	125,000.00
SNEA Dues	500.00	800.00
Gross Rent	6,550.00	6,500.00
Advertising	3,700.00	3,000.00
Placement Service	100.00	100.00
NEA Supplement	2,600.50	5,000.00
TOTALS	\$142,950.50	\$149,400.00

DISBURSEMENTS

ACCOUNTS		
I. President's Honorarium	\$ 500.00	\$ 500.00
II. President's Office	1,000.00	1,000.00
III. Vice-President's Honorarium	200.00	200.00
IV. Vice-President's Office	200.00	200.00
V. Treasurer's Office	200.00	200.00
VI. Treasurer's Honorarium	400.00	400.00
VII. Rec. Secretary's Honorarium	300.00	300.00
VIII. Rec. Secretary's Office	100.00	100.00
IX. Association Office Expense	3,000.00	4,000.00
X. Executive Secretary's Travel	2,000.00	2,000.00
XI. Field Representative's Travel	2,000.00	2,000.00
XII. Classroom Teachers		
Executive Secretary's Travel	1,100.00	1,100.00
XIII. Budget Director	400.00	400.00
TOTALS	\$ 11,400.00	\$ 12,400.00

SALARIES

I. Executive Secretary	\$ 11,400.00	\$ 10,250.00
II. Field Representative	6,600.00	7,860.00
III. Executive Secretary		
Classroom Teachers	6,600.00	6,888.00
IV. Coordinator, Research, Public		
Relations and Publication	5,000.00	5,000.00
V. Bookkeeper	4,400.00	4,600.00
VI. Secretary-Stenographer	3,900.00	4,100.00
VII. Secretary-Stenographer	3,600.00	3,800.00
VIII. Secretary	3,300.00	3,500.00
IX. Secretary	2,500.00	2,700.00
TOTALS	\$ 47,500.00	\$ 48,698.00

COMMITTEES

I. Board of Directors	\$ 2,000.00	\$ 2,000.00
II. Legislative	400.00	400.00
III. Nominating	300.00	300.00
IV. Elections and Canvassing	400.00	400.00
V. Resolutions	150.00	150.00
VI. Budget and Finance	600.00	600.00
VII. NEA Coordinators	800.00	800.00
VIII. Teacher Education and		
Professional Standards	200.00	400.00
IX. Professional Rights & Responsibilities	200.00	200.00
X. Special	800.00	3,000.00
TOTALS	\$ 5,850.00	\$ 8,250.00

ADMINISTRATION

I. Bond	\$ 200.00	\$ 200.00
II. Audit	500.00	500.00
III. FICA Tax	1,100.00	1,440.00
IV. FUTA Tax	450.00	450.00
V. Publication of Record	9,000.00	10,000.00
VI. Newsletter Publication	2,00.00	1,500.00
VII. Retirement Fund	1,800.00	1,800.00
VIII. District Meetings	12,000.00	12,000.00
XI. Convention Expenses	5,000.00	5,000.00
X. NCTA-NEA Leadership Conference	800.00	800.00
XI. Headquarters:		
A. Custodial Service	2,500.00	2,700.00
B. Repairs, Depreciation	1,000.00	2,000.00

Classroom Teachers Corner

Upon Being A Leader

By Juanita M. Corbin
President, NCACT

This year, and years to come unless there is a constitutional change, delegates to the NCACT representative assembly will be voting for two persons, one of whom will win the honor of assuming office of President-elect which automatically makes him /her heir to the office of state president. This constitutional change has proved an opportunity for all aspirants to this office to have their dreams become a reality in the not too distant future.

To me, this is not a nebulous position but an honorable one that should be held in the highest esteem, therefore, I am sending up a smoke signal to all eleven thousand plus teachers connected with our great organization to favorably project yourself in a true light that others may see and be guided by your glow as potential leaders or ardent followers. True, everyone cannot be a leader at one time, but let us dispense with that old myth, that good followers will never make competent leaders.

My personal definition of a leader is: a person who is articulate, affluent and intelligent enough to influence others to want to adhere to the principles involved in the program he is promoting, thereby enticing others to aid in its implementation and carry out its mandates.

This fete of implementation cannot merely be accomplished by admiration. It has to be tempered with hours of intensive research which, mind you, is not a burden, but sheer delight. The personal gain overshadows any drudgery one may have anticipated.

Let us disassociate ourselves with the saying that, "I cannot follow so and so, he was a born leader". Nonsense, he was born

C. Rental Collection	350.00	300.00
D. Insurance	2,000.00	2,000.00
XII. County and City Taxes	814.00	930.00
XIII. Delegates to NEA Convention	4,500.00	5,000.00
XIV. Legal Counsel	1,000.00	1,000.00
HAMMOCKS DEVELOPMENT	3,000.00	3,000.00
EQUIPMENT	1,000.00	1,000.00
CONTINGENCY RESERVE	5,591.50	4,777.00
TOTALS	\$ 54,605.50	\$ 56,397.00

GIFTS AND MEMBERSHIPS

I. NAACP, National	\$ 1,800.00	\$ 1,800.00
II. NAACP, State	500.00	500.00
III. Southern Regional Council	500.00	500.00
IV. American Teachers Association	25.00	25.00
V. NEA Affiliation	25.00	25.00
VI. Assn. Study Negro Life and History	25.00	25.00
VII. Assn. State Presidents NEA	25.00	25.00
VIII. Oxford Orphanage	500.00	500.00
IX. State Executive Secretaries NEA	200.00	200.00
TOTALS	\$ 3,600.00	\$ 3,600.00

DIVISION AND DEPARTMENT EXPENSES

1. ASSOCIATION OF CLASSROOM TEACHERS (Encompasses both the Division of Classroom teachers and the Division of Specialized Education, for promotion purposes. NEA Affiliated.)

A. Promotion

1. State Travel for President in Promotion	\$ 600.00	\$ 650.00
2. Summer Travel for President	400.00	450.00
3. Office Expenses for President	50.00	50.00
4. Office Expenses for Secretary	20.00	20.00
5. National Conferences:		
a. NEA (1 person from each of 8 districts) 2 Officers	2,400.00	2,400.00
b. TEPS—National and Regional Conf. (2 persons)	600.00	700.00
c. Southeast Regional Conf. (2 officers and 1 person from each of 8 districts)	630.00	650.00
d. Classroom Teachers National Conf. (2 officers and 1 person from each of 8 districts)		
6. Board of Directors Meetings-3	800.00	800.00
7. Committee Activity	400.00	350.00
8. District Directors	400.00	400.00
9. NCACT Meetings at State Convention	175.00	200.00
10. State Publications, Brochures	800.00	800.00
11. National Office	150.00	
12. FTA Promotion		200.00
13. Miscellaneous		175.00

TOTALS	\$ 7,425.00	\$ 7,845.00
---------------	--------------------	--------------------

B. DIVISION OF CLASSROOM TEACHERS

1. Department of Elementary Education Promotion	\$ 300.00	\$ 300.00
Section Primary Teachers	300.00	300.00
Section Grammar Grade Teachers	300.00	400.00
2. Department of Secondary Education Promotion	200.00	200.00
Section English Teachers	400.00	500.00
Section of Foreign Language Teachers	100.00	100.00
Section of Social Science Teachers	250.00	250.00
Section of Math. and Science Teachers	250.00	250.00
3. Department Teachers of Exception Children	50.00	50.00

(Budget continued on page 21)

an infant just as you and I. We are capable of developing into a leader just as he.

We are indeed fortunate and proud to have promoted an eminently qualified person who has spirited to success. Yet, we cannot afford to rest on our laurels, become complacent and lose our identity through contentment. So accept the challenge, take up the torch and blaze a path to success.

Upon Becoming Informed

One of the prerequisites of a leader is that of being informed. This is not a grueling chore for a classroom teacher. He does not have to dig out a magnifying glass, spend hours as a sleuth ferreting out data from some musty leather bound book written in small print fifty years ago. He only has to:

1. Read the attractively colored brochures, pamphlets, guidelines, and other materials sent out from DCT-NEA and NCACT, upon request, free of charge.
2. Attend the various conferences, conventions, workshops, and meetings.
3. Invite national, state and district personnel to attend your district or local planned meetings and workshops. Requests for national field representatives should be made at least three months in advance, designating the topics for discussion, also the time and place elements involved. Your state personnel consisting of your President, District Director, NCACT Executive Secretary, and NCTA Field Representative will need only three weeks advance notice.

This is a direct service, rendered free of charge, contingent upon your cooperation with the unified dues plan.

Every leader, potential leader and member of NCACT should know the structure of his organization and should be well acquainted with his local, dis-

trict, state and national constitutions, resolutions and goals. Your state goals (or yearly program) were arrived at through the states resolutions, which is an outgrowth of your local and district resolutions.

Every leader or potential leader should participate in committee activities. The states' program is executed mainly through committee activities.

The committees and appointees for 1964-65 are listed below:

COMMITTEE APPOINTMENTS TEACHER EDUCATION AND PROFESSIONAL STANDARDS (TEPS)

North Central District
Miss Mary Oxendine, Rocky Mount
East Piedmont District
Mrs. Eva M. Pratt, Durham, Chairman
Mr. Lawrence Williams, Raleigh
Southwestern District
Mrs. Ann Miller, Belmont
Northeastern District
Mr. Samuel Poole, Elizabeth City
Western District
Mrs. Christine B. Brown, Monroe
Piedmont District
Mrs. Thelma Gray, Pittsboro
Coastal Plain District
Mrs. Melissa N. Leitao, Kinston
Southeastern District
Mr. Jesse A. Francis, Southport

CONSTITUTION
North Central District
Mrs. Ruth B. Jones, Rocky Mount
East Piedmont District

Southwestern District
Mrs. Margaret W. Wilson,
King Mountain
Miss Harriet Nunn, Asheville
Northeastern District

Western District
Piedmont District
Mrs. Mae Sue Henry, Greensboro

**PROFESSIONAL RIGHTS
AND RESPONSIBILITIES**
North Central District
Mrs. Winnie M. Lacewell, Clayton
East Piedmont District
Mrs. Rubie Carter, Oxford
Southwestern District
Mr. William Harris, Charlotte
Northeastern District
Mr. Clarence Biggs, Williamston
Western District
Mr. Joseph Bradshaw, Mt. Airy,
Chairman
Piedmont District
Mr. Oscar Hinnant, Jr., Greensboro
Coastal Plain District
Mrs. Eliza Dudley, New Bern
Southeastern District
Mrs. N. T. Whitted, Lumberton

RESOLUTIONS

North Central District
Mrs. Juanita Barnette, Rocky Mount
Chairman
Miss Carrie L. Herndon, Rocky Mount
East Piedmont District
Mrs. Delon Reese, Oxford
Southwestern District
Mr. C. R. Hamilton, Dallas
Northeastern District
Mrs. Cather Broadnax
Western District
Mrs. Lottie M. Whittington,
Salisbury
Piedmont District
Mrs. Bertha Echols, Rocky Mount
Coastal Plain District
Mrs. Caronell Chestnut, Wilmington
Southeastern District
Mrs. Essie M. Williams

NOMINATING

North Central District
Mrs. Ruth B. Jones, Rocky Mount
Chairman
Mrs. Mary Smith, Conetoe,
East Piedmont District
Mrs. Carlotta R. Holmes, Durham
Southwestern District
Miss Alice Barber, Gastonia
Northeastern District
Mrs. Ruth Frinks, Edenton
Western District
Miss Laura Hooper, Winston-Salem
Piedmont District
Mr. Lewis Fields, Greensboro
Coastal Plain District
Mrs. Drucilla Hearn, Kinston
Southeastern District
Mrs. L. P. Turner, Whiteville

TIME TO TEACH

North Central District
Mrs. Velma Harvey, Rich Square
East Piedmont District
Mrs. Elizabeth Williams, Apex
Southwestern District
Mr. Robert Reeder, Charlotte,
Chairman
Northeastern District
Mrs. Mary Horton, Williamston
Western District
Mrs. Gladys B. Neal, Mount Airy
Piedmont District
Miss Janie Williams, High Point
Coastal Plain District
Mrs. Thelma Williams, Wilmington
Southeastern District
Mrs. Celestine B. Jones, Lumberton

These chairmen and appointees were not arbitrarily chosen, they were not selected because of their identity with the organization, their willingness to promote the program, and their sincerity of purpose.

This is election year for all state NCACT officers, that of president-elect, vice president, secretary and assistant secretary. It is incumbent upon you, the members, to accept the responsibility of supplying competent leaders for such obvious office of merit.

Local Projects Recognition Program

Gladys B. Neal
State Chairman

During the time I have been associated with the Local Projects Recognition Program, I have seen it grow in interest and enthusiasm. I, too, have grown, especially in the knowledge of the work.

Now comes the time for an revaluation of what has been done this year. More personal contacts were made through meetings with District Directors, attending Leadership Conference, District meetings and Local Associations. More than 1500 miles were covered to accomplish this person-to-person relationship. As a result, we were able to present at the Southeast Regional Conference in Knoxville, Tennessee, November 5-7, a project worthy of special compliment. My sincere thanks to Mrs. Dorothy Jackson, Caronell Chestnut and all co-workers of the New Hanover Unit of the Classroom Teachers Association.

We urge you to continue your interests, efforts and enthusiasm during the ensuing year. We look forward to receiving many projects at the State Teachers Meeting this spring. This will be the first major step in assuring us an overwhelming representation at the Southeast Regional Conference to be held in Durham in November, 1965.

Points to consider in working on a project:

1. How well does the project deal with a major current goal of the Department? (such as Time to Teach, Conditions of Work, Implementation of Code of Ethics and Professional Negotiations.)
2. How well does the project topic reflect an original idea?
3. How did the project achieve its objectives?
4. To what extent did the project strengthen or enhance the local association or its program.
5. To what extent did the project

(Continued on next page)

(Continued from page 19)

4. Department of Retired Teachers	50.00	50.00
TOTALS	\$ 2,200.00	\$ 2,500.00
C. DIVISION OF SPECIALIZED EDUCATION (Merged With Division of Classroom Teachers)		
1. Promotion	\$ 350.00	\$
2. Department of Home Economics Teachers	200.00	200.00
3. Department Vocational Agriculture Teachers	300.00	200.00
4. Department Industrial Education Teachers Promotion	300.00	200.00
Section of Trades & D. O. Teachers		
Section of Industrial Arts Teachers		
5. Department of Music Teachers	375.00	450.00
6. Department Health P. E. and Athletics Promotion	350.00	200.00
Section of Driver Education	200.00	200.00
7. Department of Business Education Teachers	400.00	400.00
8. Department of Librarians	310.00	310.00
9. Department of Extension Education	150.00	With Voc. Agri.
10. Department of Bible Teachers	25.00	
11. Department of Guidance	225.00	200.00
12. Department of Art Teachers	285.00	150.00
13. Department of Audio Visual Aids	150.00	150.00
14. Section of Educational Secretaries	100.00	100.00
TOTALS	\$ 3,720.00	\$ 2,760.00

OTHER DIVISIONS

A. DIVISION OF ADMINISTRATORS & SUPERVISORS

1. Promotion, Fall Conference and Convention	\$ 1,000.00	\$ 1,000.00
2. Department of Principals, Annual Fall Conference and State Convention	400.00	400.00
a. Section Junior High School Principals, Annual Fall Conference and State Convention	350.00	350.00
State Convention	800.00	800.00
b. Section Senior High School Principals, Promotion of Students Activities, Annual Fall Conference and Convention	500.00	500.00
3. Department of Supervisors—Annual Fall Conference and State Convention	400.00	400.00
TOTALS	\$ 3,450.00	\$ 3,450.00

B. DIVISION OF HIGHER EDUCATION

c. Section Elementary Principals—Annual Fall Conference and State		
1. Administration and Promotion	\$ 550.00	\$ 550.00
2. Department of Administrators		
3. Department of College Instructors	650.00	650.00
4. Department of Student NEA-NCTA	2,000.00	2,300.00
TOTALS	\$ 3,200.00	\$ 3,500.00
GRAND TOTALS	\$142,950.50	\$149,400.00

Budget and Finance Committee:

W. A. Foster, Budget Director
Dr. S. E. Duncan, President
Dr. N. H. Harris, Treasurer
E. B. Palmer, Executive Secretary
J. W. Bond

A. H. Peeler
E. F. Wilson
E. E. Waddell
Mrs. Juanita Barnette
A. J. Pindle

add to the prestige of the total profession? 6. To what extent did the project involve members? 7. Did the project create interest and/or support among citizens of the community? 8. General arrangement and neatness of exhibit? 9. How adequate is the substantiating evidence in terms of judging the project?

These points should guide your thinking when making the decisions relative to the category of your choice, whether it is (1) Direct Service (2) Instruction, (3) Public Relations, or (4) Professional Development.

If I can be of further service to you, do not hesitate to contact me at any time. Address: Box 125, 716 Rockford Street, Mt. Airy, N. C. 27030, Phone 786-8074.

Classroom Teachers Blast Off For '64-'65

Margaret W. Wilson

President-Elect, NCACT

Stimulated to a program of action by two projects sponsored by the Classroom Teachers Association of North Carolina, the local units of classroom teachers have started the year with a great deal of enthusiasm in working for specific goals.

The first project was a workshop held as a part of the Leadership Conference of the North Carolina Teachers Association. The date? August 13, 1964. The place? Hammocks Beach. The agenda? Speakers on topics to inform the leaders on current trends and developments on the local, district, state, and national levels. The leaders? Juanita Corbin, State President of Classroom Teachers. The consultant? John Starie, NEA.

The second program was also of a state-wide nature. The president of the National Department of Classroom Teachers, Thelma Davis, conducted a most dynamic series of Drive-In Conferences in the districts of

(Continued on page 22)

MEMORANDUM

This informal memorandum covers highlights of meetings of the NEA Executive Committee and Board of Directors, October 15-18, 1964, Washington, D. C. Official minutes, are, of course, subject to approval by the respective bodies.

Executive Committee

1. *Authorized* appointment of NEA staff committee to recommend to the February meeting alternative approaches to a thorough study of the structure of the Association.

2. *Authorized* Dr. Stinnett to initiate a study of adding annuities and tax-sheltered annuities to the NEA teacher welfare program.

3. *Named* Howard S. Bretsch of Michigan to fill an unexpired term on the PR&R Commission.

4. *Adopted* a revised Staff Salary Policy Statement.

5. *Authorized* NEA counsel to prepare for the Executive Committee in February documents to establish a C6 corporation under direct control of the NEA which would maintain its C3 tax status.

6. *Reappointed* Mr. Joseph B. VanPelt to the Staff Retirement Board.

7. *Approved* the following expenditures from the Contingency Fund: \$10,000 to the Utah Education Association for public relations purposes; \$4,000 to UEA for a public opinion survey; \$18,000 for legal fees for the suit regarding the Overseas Teachers; up to \$15,000 for the Cooperative D. C. Project, provided such amount be matched by the NEA Departments.

8. *Referred* the Oklahoma request for assistance in referendum campaign to the Executive Secretary.

9. *Authorized* staff to study working conditions of teachers in the American Indian Schools.

10. *Authorized* a letter in cooperation with the National Congress of Parents and Teachers to protest the poor quality of the exhibits in the Hall of



NEA CHIEFS IN WHITE HOUSE—About 30 National Education Association officials visited the White House October 16 to witness the signing of the extended and expanded National Defense Education Act. Afterwards, NEA President Lois Edinger shook hands with President Johnson. Looking on are, from left to right: William G. Carr, NEA Executive Secretary; Sen. Wayne Morse (D-Ore.) and Sen. Jennings Randolph (D-W. Va.) The NEA backed the new legislation, which could cost about \$2 billion.

Education at the New York World's Fair.

11. *Authorized* the NEA Center of Instruction, at the suggestion of AASA, to develop materials to teach about religion in the public schools if AASA is able to get financial support.

12. *Approved* expenditures up to \$20,000 for exploratory costs involved in the establishment of the NEA Mutual Fund.

Board of Directors

1. *Heard* full report on NEA Information Services.

2. *Received* a report from Subcommittee on Delegates Expenses. Further action to be in February.

3. *Directed* a subcommittee of the Board to present a Guideline on Election Procedures in February.

4. *Authorized* reimbursement to states initiating the unified membership program when a loss of state membership results. The NEA will return to the state association(s) all money collected by the NEA for national memberships within the state above the amount collected the previous year up to the

amount lost by the state. This may be continued for three years, if the state loss continues.

5. *Heard* reports on problems faced by the Oklahoma Education Association, on NEA Mutual Fund, and on Study of NEA Relationship with Higher Education.

6. *Requested* the Executive Committee to reconsider its recommendations as to the site for the 1969 convention.

7. *Approved* the 1967 NEA convention to be scheduled for Minneapolis, Minnesota, from Sunday, July 2 through Friday, July 7, provided satisfactory arrangements can be made.

CLASSROOM TEACHERS

(Continued from page 21)
the state. The dates? September 21 - September 30, 1964. Her topic? "I Teach a Child" with emphasis on "Time to Teach." The reaction? An excellent reception of Mrs. Davis, with participation varying according to the type of meeting planned. The results? Greater activity within local units of classroom teachers throughout the state.



N. C. Representative In Washington

PRINCIPALS AT NEA BOARD MEETING—Left to right: Bert Ishee, NEA Director from Fayetteville; Dr. Lois V. Edinger, Greensboro, President, NEA, congratulates Elliott B. Palmer of Durham, recently elected Executive Secretary of the North Carolina Teachers Association, and John H. Lucas of Durham, member, the Board of Directors, NEA. The occasion was the meetings of the NEA Executive Committee and Board of Directors, October 15-18, 1964, Washington, D. C.

THE UNC FUND

America's First Education Chest

Since 1944, the United Negro College Fund has been constantly at work raising funds throughout the country for the operating budgets and scholarship needs of the colleges which comprise the membership of the Fund.

The member colleges of the Fund constitute a vital source of leadership for millions of Americans. Currently, more than 28,000 young Americans are attending these institutions. This is a matter of great importance in this period of social, political and economic change at home and abroad.

Your generous gifts during the annual campaign are used to provide scholarship aid to worthy but needy students, and also to increase the level of salaries and wages of teachers and other members of the staff.

A generation ago, UNCF students had relatively few opportunities for applying their college education. Today, these students from the smallest communities have opportunity in every field for which we can prepare them:

More and more corporations are actively recruiting on the UNCF campuses.

Leading graduate schools are accepting

UNCF students on their merits and the nation is increasingly dependent on our graduates for leadership in all phases of American life.

One of the services offered by the United Negro College Fund in the past was the administration of the Cooperative Intercollegiate Examination Program. This program has been discontinued. We are recommending that high school principals and counselors encourage their students to participate in the College Entrance Examination Board program (the Scholastic Aptitude Test).

The Scholastic Aptitude Test (SAT) will be administered at testing centers throughout the United States. If you have not received information on the centers and their locations, write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

Most of the UNCF colleges will be using the SAT scores as a basis for admissions and/or scholarships. If students are interested in attending a UNCF college, they are urged to take this test and request that their scores be sent to the college of their choice. Approximately one-half million dollars in scholarship aid is available at these UNCF colleges.

(Continued on page 26)

THE 1964-65 SALARY SCHEDULE FOR

VOCATIONAL EDUCATION MONTHLY SALARY SCHEDULE

1964-65

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate Vocational (VG)	\$ —	\$ —	\$487	\$501	\$515	\$529	\$543	\$557	\$574	\$591	\$608	\$625	\$643	\$661
Class A Vocational (VA)														
Class A Provisional (PAV)	433	446	459	472	486	500	514	528	542	556	572	588	604	
Provisional Vocational (PV)	423	436	449	462	476	490	504	518	532	546	562	578	594	
Class A Provisional Practical Nursing (PAV)	415	427	439	451	464	477	490	503	516	530	544	559	574	
Class II Vocational (VB)	382	392	404	416	428	440	452							

Add: \$50 per month to the above schedule for a person holding a Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND

MONTHLY SALARY SCHEDULE FOR SUPERVISORS

(10 CALENDAR MONTH

1964-65

Type of Certificate	Experience In Years									
	4	5	6	7	8	9	10	11	12	13
Graduate (SG)	\$538	\$553	\$568	\$583	\$601	\$619	\$637	\$655	\$673	\$691
Class A (SA)	—	521	535	550	565	580	595	612	629	

- General Supervisors:
Add: \$50.00 per month to the above schedule for a person holding a Doctor's Degree in Administration and Supervision.
- Special Area Supervisors:
Add: \$50.00 per month to the above schedule for a person holding a Doctor's Degree in the area or subject supervised.

STATE NINE MONTHS SCHOOL FUND

MONTHLY SALARY SCHEDULE FOR TEACHERS

(9 SCHOOL MONTHS AND 5 DAYS)

1964-65

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate	\$ —	\$ —	\$466	\$479	\$492	\$505	\$519	\$533	\$549	\$565	\$581	\$597	\$614	\$631
Class A	415	427	439	451	464	477	490	503	516	530	544	559	574	
Class II	366	376	387	398	409	420	433							
Class C	301	311	322	333	344	355								
Elementary A	279	288	297	308	319									
Elementary B	260	269	279	289										
Non-Standard	200													

Add: \$50.00 per month to the above schedule for a person holding a Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND

MONTHLY SALARY SCHEDULE FOR SUPERINTENDENTS

(12 CALENDAR MONTHS)

1964-65

Membership Range 1962-63	Experience In Years									
	S-0	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	
Up to 1499	\$ 630	\$ 645	\$ 660	\$ 675	\$ 690	\$ 705	\$ 720	\$ 735	\$ 750	
1500—2999	740	755	770	785	800	815	830	845	860	
3000—4499	805	820	835	850	865	880	895	910	925	
4500—7499	845	860	875	890	905	920	935	950	965	
7500—10499	885	900	915	930	945	960	975	990	1005	
10500—12499	925	940	955	970	985	1000	1015	1030	1045	
12500—15499	965	980	995	1010	1025	1040	1055	1070	1085	
15500—18499	1005	1020	1035	1050	1065	1080	1095	1110	1125	
18500—21499	1045	1060	1075	1090	1105	1120	1135	1150	1165	
21500—24999	1085	1100	1115	1130	1145	1160	1175	1190	1205	
25000—29999	1125	1140	1155	1170	1185	1200	1215	1230	1245	
30000—Up	1165	1180	1195	1210	1225	1240	1255	1270	1285	

NOTE: S-5 is the maximum rating that a Superintendent can receive if he does not hold a Master's Degree.
Add \$30 per month to the above schedule for a person holding an Advanced Superintendent's Certificate.
Add \$50 per month to the above schedule for a person holding an Advanced Superintendent's Certificate and a Doctor's Degree.

TEACHERS AND ADMINISTRATORS

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE "A" FOR CLASSIFIED PRINCIPALS (10, 10½, 11 MONTHS)* 1964-65

Number of Teachers	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
7- 8	\$567	\$581	\$595	\$609	\$623	\$637	\$651	\$665	\$679
9-10	581	595	609	623	637	651	665	679	693
11-12	595	609	623	637	651	665	679	693	707
13-14	609	623	637	651	665	679	693	707	721
15-16	623	637	651	665	679	693	707	721	735
17-18	637	651	665	679	693	707	721	735	749
19-20	651	665	679	693	707	721	735	749	763
21-22	665	679	693	707	721	735	749	763	777
23-24	679	693	707	721	735	749	763	777	791
25-26	693	707	721	735	749	763	777	791	805
27-28	707	721	735	749	763	777	791	805	819
29-30	721	735	749	763	777	791	805	819	833
31-32	735	749	763	777	791	805	819	833	847
33-34	749	763	777	791	805	819	833	847	861
35-36	763	777	791	805	819	833	847	861	875
37-41	777	791	805	819	833	847	861	875	889
42-Up	791	805	819	833	847	861	875	889	903

NOTE: The maximum rating that a person holding a High School Principal's or Elementary Principal's Certificate can receive is P-5.

A person holding a Principal's Certificate may, after he reaches P-5, go on to the P-6, P-7, and P-8 ratings.

Add the appropriate amount from Monthly Salary Schedule "B" for Classified Principals to arrive at the gross monthly rate of pay.

Add \$30.00 per month to the above schedule for a person holding an Advanced Principal's Certificate.

Add \$50.00 per month to the above schedule for a person holding an Advanced Principal's Certificate and a Doctor's Degree.

*Depending on type and size of school.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE "B" FOR CLASSIFIED PRINCIPALS 1964-65 (ADD THE APPROPRIATE AMOUNTS BELOW TO CLASSIFIED PRINCIPALS MONTHLY SALARY SCHEDULE "A")

Certificate Rating	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
G-13	30	26	23	19	15	11	8	4	0
G-12	28	25	21	18	14	11	7	4	0
G-11	26	23	20	16	13	10	7	3	0
G-10	24	21	18	15	12	9	6	3	0
A-12									
G-9	22	19	17	14	11	8	6	3	0
A-11									
G-8	20	18	15	13	10	8	5	3	0
A-10									
G-7	18	16	14	11	9	7	5	2	0
A-9									
G-6	16	14	12	10	8	6	4	2	0
A-8									
G-5	14	12	11	9	7	5	4	2	0
A-7									
G-4	12	11	9	8	6	5	3	2	0
A-6									
G-3	10	9	8	6	5	4	3	1	0
A-5									
G-2	8	7	6	5	4	3	2	1	0
A-4									
A-3	6	5	5	4	3	2	2	1	0
A-2	4	4	3	3	2	2	1	1	0
A-1	2	2	2	1	1	1	1	0	0
A-0	0	0	0	0	0	0	0	0	0

THE UNC FUND

(Continued from page 23)

The 30 UNCF undergraduate colleges are all institutions offering a four-year liberal arts program of instruction leading to a baccalaureate degree. They are fully accredited by their regional accrediting associations. Students entering these colleges may select courses that will, upon satisfactory completion, enable them to enter graduate and professional schools throughout the nation with fully recognized undergraduate credentials.

Six of the UNCF colleges offer early admission programs for exceptional students who have completed the tenth or eleventh grades in high school. Under these programs, qualified students are admitted to college, and upon completion of four or five years of study, are awarded the baccalaureate degree.

The colleges offering these programs are: Fisk University, Nashville, Tennessee; Morehouse College, Atlanta, Georgia; Paine College, Augusta, Georgia; Shaw University, Raleigh, North Caro-

lina; Talladega College, Talladega, Alabama, and Tougaloo College, Tougaloo, Mississippi.

It is recommended that high school counselors have their eleventh grade students take the PSAT (a test for juniors in high school as a part of the College Board's testing program). The performance on this test will be profitable in measuring the progress of students and providing an opportunity for them to get experience in taking tests of this type. We feel that this participation will be helpful to the normal guidance programs in the high schools.

Thus, your generous contribution to the United Negro College Fund plays a great role in helping to shape the destiny of America.

Remember to send your gifts to:

Room 314, GTEA Building
201 Ashby Street, N. W.
Atlanta, Georgia 30314

—or—

United Negro College Fund
22 East 54th Street
New York, New York 10022



WASHINGTON, D. C.—With salary consultant William G. Robinson at NEA salary school with North Carolina representatives Myrtis J. Jackey, Charlotte; Harry L. Underwood, Winston-Salem, and Robert L. Davis Charlotte.

NDEA LEGISLATION PRAISED

WASHINGTON, D. C.—The expansion and extension of the National Defense Education Act, completed just before adjournment of the 88th Congress, called forth praise this week from Dr. Lois V. Edinger, president of the National Education Association.

Noting that the new measure provides additional help for the humanities, she said that "the education legislation seems to mark a significant turning point in the national government's interest in education."

"Alloting aid for teacher training institutes and classroom equipment in such areas of secondary school instruction as history, geography and English is a considerable improvement over the present NDEA law, which has been oriented toward science, mathematics and foreign languages," she said.

"These disciplines," she pointed out, "are all integral parts of the total educational picture and are essential to the economic health and well-being of the nation as a whole. The National Education Association supported the original NDEA program of 1958 and all subsequent extensions."

She added: "The NEA hopes that the first task of the 89th Congress will be for direct assistance to our elementary and secondary schools, to help provide for better paid teachers and more classroom construction."

The new legislation extends NDEA for three years. It authorizes \$32.75 million yearly for teacher training institutes, not only in science and mathematics and foreign languages, but also in English, reading, history, geography and civics. At the same time Congress authorized \$90 million yearly for acquisition of instructional equipment in these areas.

Guidance, counselling and testing institutes for teachers were also included, with \$7.25 million authorized under the legislation. Another \$10 million is authorized for state supervision of the programs.

Federal aid for "impacted areas," where the schools are swollen with children of federal workers, was also extended for a year and, for the first time, the District of Columbia was included.

GOOD CITIZENSHIP

(Continued from page 13)

tions of his own behavior and that of others, mental health tends to be facilitated and the individual is helped to lead a more satisfying and fruitful life personally and socially.

14. The most effective learning and most wholesome social relationships prevail when children are in a warm, friendly environment where they enjoy full, busy, productive, gratifying days.

CONCLUDING STATEMENT

Children should not be permitted to get lost in a school situation. Children who deviate in their behavior come to the attention of teachers, but many so-called "normal" children are ignored or neglected.

Smaller school buildings afford a better environment for citizenship training because such situations permit teachers, students, and parents

to have a larger number of meaningful face to face contacts.

Finally, it should be remembered that teaching citizenship to children is the responsibility of the entire school staff since each staff member affects the mental health and attitudes of the children with whom he or she comes in contact.

THE GREAT AWAKENING

(Continued from page 5)

County pilot project with the summer readiness phase, the results and the comparisons were obvious, those pupils participating were more ready for school in the fall than they were six weeks prior. Charlotte, Greensboro and other target areas of the state speak highly of the results of the six weeks pre-school program conducted in their area.

If these are the results of a six weeks program, what would be the results of a full years' program? Kindergartens in the Public Schools would add an additional year to the sixth grade dropout (who by the sixth year should be more competent and less interested in dropping out). Kindergartens in the public schools would also bridge the now existing gap between the private kindergartens and the public schools. Educators in North Carolina and the nation should strive to have Kindergartens established or maintained in the public schools of such states.

Another recommendation suggests the implementation of introductory courses of vocational education in the first six grades. This is another device which is designed to meet the individual needs of the potential dropouts and up-grade their interest and ability.

The writer is of the opinion that the planners of the pilot projects and our state and local educators need to give serious thought to these approaches in educating the masses and eliminating poverty in our state, then North Carolina will really be experiencing "The Great Awakening."

WHY NOT RETIRE TO INSTEAD OF FROM?

WASHINGTON, D. C. — Easily the most successful national project and the one that has captured the public's imagination, is the Peace Corps. In fact, it has been so successful that overseas countries are now asking for 14,000 Volunteers during 1965. Up to 25% of those selected could be men and women now planning to retire during the next twelve months.

Teachers of all kinds, doctors, nurses, builders, electricians, farmers, mechanics, engineers, accountants, social workers—

just to mention a few of more than 200 different trade and vocational skills requested—can all be used. These assignments are rated as being ideal for successful retirement TO. In them older folks are rescued from idleness and decay, they get foreign travel, new interests, new experiences, new friends, new horizons, etc. while working in the interest of the public welfare. In addition, they receive their cost of living and medical care plus a financial return that supplements their usual pension and/or social security allowances.

Volunteers must be in good health and have a skill or knowledge that could be useful to others. Those dreading retirement should give a thought to the Peace Corps. There is no better way to put a nice frosting on an otherwise successful career. A folder entitled, "Older Volunteers in the Peace Corps" and a Questionnaire form on which an application can be made may be secured by sending a request to PEACE CORPS, SENIOR MANPOWER RECRUITMENT, WASHINGTON, D. C. 20525.

NCTA District Schedule for 1965 Annual Meeting Dates

PRESIDENTS	DISTRICTS	MEETING DATES	PLACE OF MEETING
Mr. J. F. Clarke 1446 Dean Street Charlotte, N. C.	Southwestern	Friday, October 1, 1965	Asheville, N. C.
Mr. G. L. Foxwell Ligon Jr.-Sr. High Raleigh, N. C.	East Piedmont	Friday, October 8, 1965	
Mr. Leroy Campbell Unity High School Statesville, N. C.	Western	Tuesday, October 12, 1965	Winston-Salem State College Winston-Salem, N. C.
Mr. J. C. Duncan Jones Elementary School Yanceyville, N. C.	Piedmont	Wednesday, October 13, 1965	Central High School Asheboro, N. C.
Mr. L. A. Mosely Gumberry High School Gumberry, N. C.	North Central	Friday, October 22, 1965	Smithfield, N. C.
Mr. A. D. Smith Newbold School Dover, N. C.	Coastal Plain	Friday, October 29, 1965	
Mr. Francis Mebane H. B. Sugg High School Farmville, N. C.	Northeastern	Friday, November 12, 1965	Elizabeth City State College Elizabeth City, N. C.
Mr. Bruce Hargrove R. B. Dean School Maxton, N. C.	Southeastern	Friday, November 19, 1965	Fayetteville State College Fayetteville, N. C.

BRIEFS

(Continued from page 12)

can become President of the United States who insults 20 million Negroes."

Continuing, he said, "World responsibility requires men of character and integrity, which must be taught early. The teacher's task is to educate the youth for world responsibility."

"You can't make me believe that a Negro teacher must teach with white teachers to be competent. I believe in integration, but I will not accept the idea that, in order for a Negro boy to be motivated, he must be in a classroom with a white boy. If Morehouse is not good enough for white students, now, it is not good enough for Negroes," Mays declared.

Dr. Mays challenged the teachers to "teach beyond the textbooks!" He said, "Up to 25 years ago, the ceiling was the limit for Negroes (a low ceiling at that). Now the boy in kindergarten can be told that the sky is beginning to be the limit."



MODELS FOR 41 MILLION—These children, who appear on the 1964-65 poster of the Department of Classroom Teachers, typify the more than 41 million youngsters studying in the nation's public elementary and secondary schools. Classroom teachers make up more than 90 percent of the 903,000-member National Education Association.

SOUTHEASTERN

(Continued from page 9)

many significant programs now under way but also found that important gaps exist—and that

INCOME TAX SERVICE FOR TEACHERS

Have your income tax returns prepared by a trained tax consultant. Mail me your income tax information and I'll prepare your returns and mail them back to you within ten days.

Eighteen years experience in income tax service.

Rates:

Individual State Forms \$ 3.00
Individual Federal Forms .. \$ 5.00
Small Businesses

(1-2 employees) \$30.00

Please remit payment with request. Only money orders accepted in payment.

JOHN MALLOY
1253 Apple Street
Burlington, N. C. 27217

further research is needed.

"We must not think that this National Youth Policy should be developed by adults alone," the senator concludes. "It is essential for us to sit down with young people to hear their views, listen to their problems, understand their hopes and aspirations, and seek their counsel in developing the best plan for meeting the mounting problems of a space age and whatever is to follow."

NCTA CREDIT UNION
125 E. Hargett Street
RALEIGH, NORTH CAROLINA

Statement of Condition As Of December 30, 1964
Prior to 5% Dividends

Assets

Deposit—Mechanics & Farmers Bank	\$ 2,000.00
Cash (Checking Account)	2,758.21
Loans	12,722.02
Total Assets	\$17,480.23

Liabilities

Shares	\$15,958.80
Reserve Fund	141.02
Undivided Earnings	319.34
Profit and Loss	1,061.07
Total Liabilities	\$17,480.23

ORGANIZATION AND GROWTH SINCE SEPTEMBER 30, 1961

Year	Members	Number of Loans	Amount of Loans	Total Assets	Net
12-31-61	25	0	0	\$ 1,279.25	
12-31-62	127	5	\$ 1,055.00	3,472.05	\$ 73.76
12-31-63	233	24	5,987.50	7,095.36	321.09
12-31-64	350	125	15,000.00	17,480.23	1,061.07

What You Should Know About The NCTA Credit Union

What are the unique features of the NCTA Credit Union? All shares and loans are insured up to \$2,000.00 at no extra cost, the 1964 5% dividend rate and the 6% discount loan interest rate with no extra charges and no summer payments.

What is required to join? Assuming NCTA membership, the minimum is \$5.25 initially and shares are \$5.00 each thereafter.

What is the philosophy of the Credit Union? To provide service to the membership unequalled by another financial institution. Systematic saving is the primary purpose while loans are secondary.

What is the loan limit? Presently, it is \$300.00 but effective May 1, 1965, it will be \$400.00 per member under normal circumstances.

How much is the Credit Union able to loan monthly? \$5,000.00 a month October to April and approximately \$10,000.00 per month during May and June.

What percentage of the applicants are successful borrowers? Approximately 3 of every 5 or 60% are successful. It is anticipated that 9 of every 10 or 90% could be served with total assets of \$45,000.00.

What security is required for loans? The good character of the borrower and co-signer is primary. If this is unknown, a favorable report from the borrower's credit references is required which usually takes about ten days.

What should be done to facilitate loan processing? The back cover of NCTA Teachers Record carries both a supplementary loan application and membership form which should be properly completed and mailed marked "for future use." The co-signature of your principal, any NCTA, NCACT or Credit Union Board Member will facilitate loan processing.

Questions and Answers Compiled by
Fred D. McNeill, Treasurer-Manager

The NCTA Credit Union

SUPPLEMENTARY APPLICATION FOR LOAN

(Cut Out or Reproduce)

Date.....

Name

Address

How long have you lived at this address?

Last Previous employment

Are you under contract for the 1964-65 school year?.....

Teaching position

Location

How long in this position?

How Long in the Teaching Profession?

Monthly Salary

Superintendent

Office Address

Supervisor

Office Address

Principal

School Address

Home Address

Telephone

Do you own or are you buying your home?

Do you own an automobile?

Any other indebtedness? State Fully

Are you married? Single? Divorced?

(Check one)

How many dependents do you have?

Give three credit references; one must be your bank reference. List location.

1.

2.

3.

The above statements are made for the purpose of obtaining the loan, and are true to the best of my knowledge and belief.

AMOUNT DESIRED

GROSS OR NET

CIRCLE ONE

PREFERRED DATE.

INITIAL PAYMENT

Signature of Applicant

Headquarters

APPLICATIONS FOR NEW MEMBERS SHOULD BE ACCOMPANIED BY A MONEY ORDER OF \$10.25.

All checks for shares and joining fees should be sent to:

N. C. T. A. Credit Union

125 E. Hargett Street

Raleigh, North Carolina

Application Blank For New Members

Name Home Address

Mailing Address

Teaching Position School

Location Social Security No.

Age Group: 54 or under 55-59 60-64 65-69

(For Insurance Purposes)

Number of shares (\$5.00 each) Total

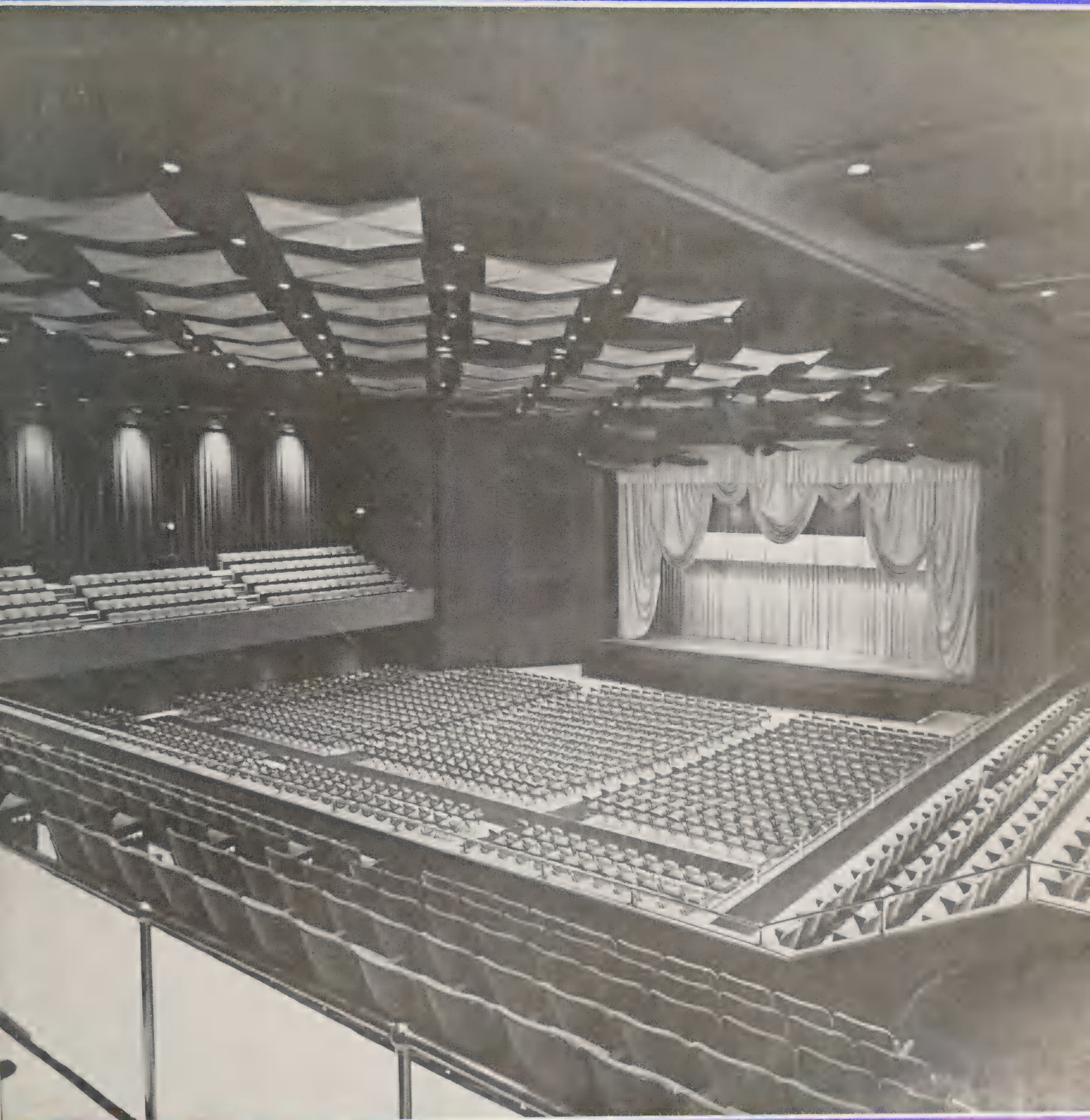
Joining Fee \$0.25 Total amount submitted

District Local Unit

Date Signature

Teachers Record

178-572
OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION



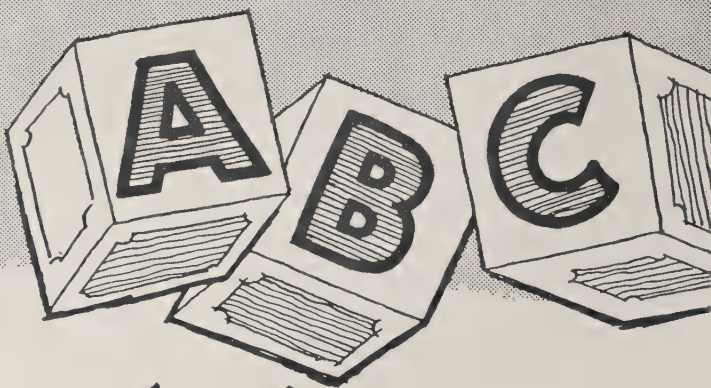
CONVENTION ISSUE

THEME: "EDUCATION FOR WORLD RESPONSIBILITY"

MEMBERSHIP OVER 12,400

MARCH 1965

As Easy as



to order your books

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fideler Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.

Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Birchard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK

If it's used in North Carolina — We have it!

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

FIFTY-FOUR YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1965

North Carolina
SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.



So much more of what vacations are for!

NASSAU AND THE BAHAMA ISLANDS

Wonderful sightseeing! Bargain shopping for European imports! All your favourite sports, land and water! Exciting calypso night life with an authentic Bahamian flavour! Nassau, the capital, is only 30 minutes by air, overnight by ship, from Florida. No passports required for U.S. and Canadian citizens, but proof of citizenship recommended.

BAHAMAS MINISTRY OF TOURISM
Dept. BTE, 351 S. E. 2nd Street, Miami, Florida 33131
Please send your free Bahamas vacation folder to:

Name _____

Address _____

City _____

State _____

Zip _____

N. C. T. A. OFFICERS

GENERAL OFFICERS '66*

Dr. S. E. Duncan, President	Salisbury
Mr. M. M. Daniels, Vice President	Wilson
Mrs. Geneva J. Bowe, Recording Secretary	Murfreesboro
Dr. Nelson H. Harris, Treasurer	Raleigh

SPECIAL OFFICERS

Dr. Lafayette Parker '66 Immediate Past President	Winston-Salem
Mrs. Juanita Corbin '65 President, Association of Classroom Teachers	Bolton
John H. Lucas '66 State NEA Director	Durham
Mrs. Elizabeth D. Koontz '67 President-elect, NEA Department of Classroom Teachers	Salisbury

ELECTED MEMBERS

Mr. G. A. Page, Raeford '65	
Miss Edna S. Smallwood, Trenton '65	
Mrs. Jettie D. Morrison, Statesville '65	
Mr. O. N. Freeman, Charlotte '66	
Mr. J. H. Twitty, Saint Pauls '66	
Mr. King A. Williams, Winfall '66	
Dr. S. O. Jones, Greensboro '67	
Mrs. Lucille P. Burton, Asheville '67	
Mrs. L. B. Daniels, Raleigh '67	

DISTRICT PRESIDENTS

Coastal Plains	Mr. A. D. Smith, Dover '65
Southwestern	Mr. James A. Clarke, Charlotte '65
North Central	Mr. L. H. Moseley, Gumberry '65
Western	Mr. L. R. Campbell, Statesville '65
East Piedmont	Mr. G. L. Foxwell, Raleigh '66
Northeastern	Mr. Francis H. Mebane, Farmville '66
Southeastern	Mr. Bruce Hargrove, Maxton '66
Piedmont	Mr. J. C. Duncan, Yanceyville '66

DISTRICT REPRESENTATIVES

North Central	Mr. T. V. Foster, Jr., Rocky Mount '68
Western	Mr. W. O. T. Flemming, Salisbury '68
Coastal Plains	Mr. J. H. Wooten, Goldsboro '68

* Expiration of Term

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Juanita M. Corbin, Bolton	
A. Department of Elementary Teachers—Samuel Poole, Elizabeth City	
1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte	
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie	
B. Department of Secondary Teachers—Robert W. Boley, New Bern	
1. Section of English Teachers—C. C. Lipscombe, Raleigh	
2. Section of Foreign Language Teachers—Ann Bowers, Concord	
3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount	
4. Section of Mathematics and Science Teachers—Clarence S. S. Newsome, Ahoskie	
C. Department of Teachers of Exceptional Children—Miss Lena Branch, Mount Olive	
D. Department of Retired Teachers—L. H. Hall, Salisbury (deceased)	
Division of Specialized Education—G. L. Foxwell, Raleigh	
A. Department of Home Economics Teachers—Mrs. Eloise Branch, Raleigh	
B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw	
1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville	
C. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh	
D. Department of Health and Physical Education Teachers—Henry Eily, Roxboro	
1. Section of Driver Education—Isaac Barnett, Greensboro	
E. Department of Business Education Teachers—Mrs. M. B. Wright	
F. Department of Extension Education—(Unreported)	
G. Department of Librarians—Arabella B. Bryant, New Bern	
H. Department of Guidance—Mrs. Edythe R. Tweedy, Rocky Mount	
I. Department of Bible Teachers—Mrs. Eva L. Merritt, Durham	
J. Department of Art Teachers—Mrs. Helen W. Daniels, Durham	
K. Department of Audio Visual Aids—J. C. Duncan, Yanceyville	

Convention Announcements

The 84th NCTA Annual Convention

GENERAL CALENDAR

Thursday, April 8, 1965

- 1:00 P.M.—Exhibits Open, Memorial Auditorium
- 1:30 P.M.—Department of Supervisors Meeting, Greenleaf Auditorium
- 4:00 P.M.—Registration, Memorial Auditorium
- 5:00-5:45 P.M.—Open Hearing, Memorial Auditorium
- 6:00 P.M.—Business Session, Memorial Auditorium
- 8:00 P.M.—First General Session—
Mr. Whitney Young, Speaker

Friday, April 9, 1965

- 7:30 A.M.—Registration
- 7:45-8:45 A.M.—Business Session, Memorial Auditorium
- 9:00 A.M.-5:00 P.M.—Sections, Departments and Divisions Meetings
- 6:00-7:15 P.M.—Classroom Teacher Banquet, Ligon High School Cafeteria
- 7:30 P.M.—General Assembly, Memorial Auditorium—
Dr. Mary Scott, Speaker
- 8:30 P.M.—Fashion Revue, Memorial Auditorium
Designs by Shirley Jones
- 10:00 P.M.—Social, Spaulding Gymnasium, Shaw University

Division of School Administrators and Supervisors—F. J. Corbett, Rocky Point

- A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
- B. Department of Principals—S. B. T. Easterling, Ellerbe
- 1. Section of Elementary Principals—C. D. Marsh, Angier
- 2. Section of High School Principals—R. S. Cooper, Pantego
- 3. Section of Junior High School Principals—O. F. Hudson, High Point
- 4. National Association of Secondary School Principals—Dr. S. O. Jones, Salisbury
- 5. National Association of Elementary School Principals—A. C. Crowder, Goldsboro
- 6. Association of Supervision and Curriculum Development—
Alice Green, Wilson

Division of Higher Education—L. H. Robinson, Greensboro

- A. Department of Administration—(Unreported)
- B. Department of Instruction—Charles A. Ray, Durham
- C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Fred D. McNeill, Jr., Field Representative and Treasurer-
Manager NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Classroom Teachers
Mrs. Thelma Keck, Coordinator of Publications, Public Relations
and Research—NCTA
Mrs. Della P. Perry, Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom
Teachers
Miss Barbara J. Williamson, Secretary to Executive Secretary—
NCTA
Miss Tabitha Pettiford, Secretary-Stenographer
Miss Ludie Butler, Secretary to the Field Representative
Mr. James Jones, Building Custodian

ELLIOTT B. PALMER
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Tolliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER

Interior of the beautiful Raleigh Memorial Auditorium, recently renovated—site of the 1965 Annual Convention.

Photo—courtesy of the Chamber of Commerce.

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Five Hundred Copies

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXV

MARCH, 1965

NUMBER 2

CONTENTS

Page

SPECIAL FEATURES

Convention Program	4
Constitution	11
Directory of Local Unit Presidents	14
Hammocks Beach Story	17
Educators Meet With President	30
Certificate Renewal Credit For Approved Travel	31

ARTICLES

What Is Your Investment I. Q.?	26
Extending Home Economics Into Outer Space	26
Fall Conerence Student NEA	27
Continuous Study Of The Educational Project	28

GENERAL

Classroom Teachers News	22
22nd Classroom Teachers Conference	24
Professional Ethics—NCACT	25
Appointments	36

ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Nassau In The Bahamas	1
Elizabeth City State College	9
D. C. Heath	10
Fayetteville State College	21
Parkway Grill	24
Emma Jane Dress Shop	27
Bennett College	29
The Agricultural And Technical College	30
Teachers Loan Service	32
Pepsi-Cola	33—Outside Back Cover
Livingstone College	34
North Carolina College at Durham	34
Mechanics & Farmers Bank	35
Wachovia Bank & Trust Co.	36
NCTA Credit Union	Inside Back Cover

* * * *

NEXT ISSUE

Convention Proceedings

Convention Program

THEME: "EDUCATION FOR WORLD RESPONSIBILITY"

84th Annual Convention of the North Carolina Teachers Association

Raleigh Memorial Auditorium Raleigh, North Carolina		1965 NCTA STATE CONVENTION SCHEDULE	April 8-9, 1965
TIME		Thursday, April 8	Friday, April 9
7:45—8:45 A.M.			Registration—7:30 A.M. Business Session—7:45-8:45 A.M.
9:00—11:00 A.M.			
11:00 A.M. 1:00 P.M.			DIVISION DEPARTMENT AND SECTION MEETINGS
12:00—1:30 P.M.			
1:00—2:00 P.M.	Exhibits Open—Lower Level Memorial Auditorium, Carolina Room		
1:30 P.M.	Department of Supervisors Meeting		
4:00 P.M.	Registration Begins		
5:00—5:45 P.M.	Open Hearing		Dinner Hour
6:00 P.M.	Business Session		Classroom Teachers Banquet
8:00 P.M.	First General Session Speaker: Dr. Whitney Young, Jr., Executive Director, National Urban League, New York		7:30 Banquet Speaker: Dr. Mary H. Scott, Specialist, Curriculum and Instruction Department of Elementary School Principals, NEA, Washington, D. C. General Session
			8:30 Fashion Revue Shirley Jones, Designer
10:00 P.M.			Social

MEMORIAL AUDITORIUM

SHAW UNIVERSITY

LIGON HIGH SCHOOL

ROOM ASSIGNMENT SCHEDULE

THURSDAY, APRIL 8, 1965

Hours	Group	Seats	Location
(2 hour sessions) 1:30 p.m.	Supervisors	500	Greenleaf Auditorium

FRIDAY, APRIL 9, 1965

SECTIONS

9:00 a.m.	English Teachers	100	Leonard Auditorium—Shaw University
9:00 a.m.	Foreign Language Teachers	50	Ligon H. School, Rm. 127
9:00 a.m.	Social Science Teachers	100	Ligon H. School, Rm. 012
9:00 a.m.	Driver Education	45	Ligon H. School—Classroom
9:00 a.m.	Elementary School Principals	150	Section III—Southern Rm., Memorial Aud.
9:00 a.m.	Primary and Grammar Teachers	1200	Arena Area Memorial Aud.
9:00 a.m.	Junior High School Principals	52	Section II—Southern Rm., Memorial Aud.
9:00 a.m.	Industrial Arts Teachers	55	Ligon—Industrial Arts Room, S6
11:00 a.m.	Educational Secretaries	150	Ligon H. School, Rm. 112
9:00 a.m.	Science and Math. Teachers	100	Roberts 4 and Ligon High
1:30 p.m.	National Association of Secondary School Principals	152	Greenleaf Aud. Shaw University
3:30 p.m.	Primary and Grammar Teachers		Section II—Southern Rm., Memorial Aud.

DEPARTMENTS

9:00 a.m.	Librarians	150	Library—Ligon H. School
9:00 a.m.	Guidance	150	Ligon H. School, Rm. 112
9:00 a.m.	Audio Visual Aids	75	Greenleaf Auditorium Shaw University
11:00 a.m.	Teachers of Exceptional Children	150	Ligon H. School, Rm. 122
11:00 a.m.	Vocational Agriculture Teachers	50	Ligon High Auditorium
11:00 a.m.	Music Teachers	78	Music Room Ligon H. School
11:00 a.m.	Art Teachers	50	Art Dept.—Ligon H. School
11:00 a.m.	Secondary Teachers	222	Greenleaf Aud.
11:00 a.m.	Retired Teachers	36	Classroom—Spaulding Gym. (Shaw)
11:00 a.m.	Home Economics Teachers	175	Leonard 5—Shaw
11:00 a.m.	Health & Physical Education Teachers	150	Gymnasium—Ligon H. School
11:00 a.m.	Business Education Teachers	60	Ligon H. School, Rm. 012
11:00 a.m.	College Instruction	112	Roberts 3—Shaw
11:00 a.m.	Student NEA, NCTA	146	Leonard Auditorium, Shaw
1:00 p.m.	Industrial Education Teachers	50	Ligon—Industrial Arts, Room S6
3:30 p.m.	Department of Principals and Supervisors	2000	Arena Area—Memorial Aud.

DIVISIONS

11:00 a.m.	Administrators and Supervisors	927	Arena Area—Memorial Aud.
1:30 p.m.	Classroom Teachers	2222	Arena Area—Memorial Aud.
1:30 p.m.	Higher Education	149	Section III—Southern Rm., Memorial Aud.
3:30 p.m.	Specialized Education	189	Section I—Southern Rm., Memorial Aud.



DR. WHITNEY M. YOUNG—Keynoter

Dr. Whitney M. Young, Jr., Executive Director, National Urban League, New York, will deliver the keynote address on occasion of the Eighty-Fourth Annual Convention of the North Carolina Teachers Association, which will be held on Thursday and Friday, April 8, 9, in Raleigh at the Memorial Auditorium. Dr. Young will deliver his message at the First General Session on Thursday, April 8, at 8:00 p.m.

Since becoming the Executive Director of the National Urban League, Dr. Young has worked to expand the interracial social work agency which seeks to aid Negroes and other disadvantaged citizens to obtain equal opportunities in all phases of urban life.

Dr. Young is one of the leaders in the struggle of Negro citizens for equal rights. He helped plan the March on Washington, August 28, 1963, and he is one of the members of the Council for United Civil Rights Leadership.

He is one of the leading architects of the current War on Poverty, and conferred frequently on this and related subjects with the late President John F. Kennedy and with President Lyndon B. Johnson.

He serves on a number of Presidential committees including Youth Employment, Equal Opportunity in the Armed Forces, the National Commission on Technology, Automation and Economic Progress, and the National Advisory Council on Economic Opportunity.

His articles have appeared in a wide number of professional journals and national magazines and he is the author of the book, "To Be Equal," published by McGraw-Hill in August, 1964. His weekly column, "To Be Equal," appears in 43 newspapers across the nation.



DR. MARY HUGHIE SCOTT
Banquet Speaker

Dr. Mary Hughie Scott, Specialist Curriculum and Instruction Department of Elementary School Principals, National Education Association, will speak following the Annual NCACT Banquet on Friday, April 9, at 7:30 P.M. in the Memorial Auditorium.

Dr. Scott began her career as a teacher at Sand Hill Experimental School, West Georgia College, Carrollton, Georgia. Later she served as principal of Smyrna Elementary School, Carrollton, Georgia. Further teaching positions in laboratory schools of West Georgia College and the University of Georgia provided Dr. Scott with public school experience in each of the grades of elementary school, and in the fields of mathematics and English in high school. She has also had varied experience in teaching at the college level, serving as instructor at the University of Georgia, Athens, Georgia; associate professorial lecturer, George Washington University, Washington, D. C.; and professor of education, University of Nebraska, Lincoln, Nebraska. Dr. Scott has served as curriculum consultant to various school systems, and has participated in many local, state, and national meetings as speaker and consultant. She is known particularly for her contributions in the area of mathematics, and has done research and writing primarily in the area of teacher education. She is presently serving on the National Advisory Committee on Research in Educational Administration.

Since the existence of the College of Education, University of Georgia (1908), only five Doctorates with Distinction have been awarded. Mrs. Scott received one of the five.

84th Annual Convention

OPEN HEARING NCTA BUSINESS

Thursday, April 8, 1965—5:00 P.M.

Arena Area, Memorial Auditorium

Presiding: Mr. M. M. Daniels, Vice-President, NCTA
Remarks: Dr. S. E. Duncan, President, NCTA
Greetings and Remarks: Mr. E. B. Palmer,
Executive Secretary, NCTA

Items for Discussion
Resolutions
Budget
Constitution
Other

Announcements
Adjournment

FIRST BUSINESS SESSION

Thursday, April 8, 1965—6:00 P.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, President, NCTA
Mr. Curtis Todd, Parliamentarian
Organ Prelude
Mrs. Alice M. Stewart, Convention Organist
Invocation
Pledge of Allegiance
National Anthem
Introductory Remarks: Dr. S. E. Duncan, President,
NCTA

Minutes: Mrs. Geneva J. Bowe, Recording Secretary
Business:

1. Rules Committee
2. Credentials
3. Board of Directors
4. Budget and Finance
5. Resolutions
6. Constitution and Bylaws
7. Report Election and Canvassing
8. Building
9. Legislative Committee
10. Other

Announcements
Adjournment

FIRST GENERAL SESSION

Thursday, April 8, 1965

Raleigh Memorial Auditorium

Choir Concert—7:30-7:45 p.m.—Jones High School
Trenton, North Carolina

Robert T. Simmons, Director

Presiding: Dr. S. E. Duncan, President, NCTA

Invocation

Pledge of Allegiance

Music

Greetings—Office of the Mayor - City of Raleigh

Introduction of Speaker

Dr. S. E. Duncan, President, NCTA

Address

Dr. Whitney M. Young, Jr., Executive Director

National Urban League, New York, New York

Announcements

Adjournment

Platform Guests: Members of NCTA Board of Directors,
College Presidents, members of the State Department
of Public Instruction, Consultants, members

of the State Board of Education, past presidents of
NCTA, professional staff of NCTA, President of
NCCPTA, State Board of Higher Education.

SECOND BUSINESS SESSION

Friday, April 9, 1965

Raleigh Memorial Auditorium

7:45-8:45 A.M.

Presiding: Dr. S. E. Duncan, President, NCTA
Mr. Curtis Todd, Parliamentarian
Unfinished Business
New Business
Other
Announcements
Adjournment

DIVISION OF CLASSROOM TEACHERS

Friday, April 9, 1965—1:30 P.M.

Raleigh Memorial Auditorium

Raleigh, North Carolina

Presiding: Mrs. Juanita M. Corbin
Opening—Pledge of Allegiance—led by Mrs. Winnie M.
Lacewell, Assistant Secretary, NCACT
Tribute to Dr. W. L. Greene—Mrs. Ruth B. Jones, Direc-
tor, North Central District, NCACT
Presentation of Platform Guests—Mrs. Rubie Carter,
Director, East Piedmont District, NCACT

Business Session

Adoption of Rules of Order—Robert Reeder, Director,
Southwestern District, NCACT
President's Report—Mrs. Juanita M. Corbin, President,
NCACT
Presentation of Candidates
Executive Secretary's Report—Mrs. Edna C. Richards,
Executive Secretary, NCACT
Voting—Mrs. Lottie Mae Whittington, Director, Western
District, NCACT

Reports:

Constitution Committee—Mrs. Margaret W. Wilson,
President-Elect, NCACT

Resolutions Committee—Mrs. Juanita F. Barnette,
Vice-President, NCACT

Local Projects—Mrs. Gladys B. Neal, State Chair-
man

Time To Teach—Mrs. Elizabeth D. Koontz, Presi-
dent-Elect, NEA-DCT

PR&R Committee—Joseph Bradshaw, State Chair-
man

New Business

Announcements—Classroom Teachers Banquet will be
held in the Ligon High School Cafeteria, Friday,
April 9, 1965 at 6:00 P.M.

Host—Wake County Association of Classroom Teachers

CLASSROOM TEACHERS BANQUET

Friday, April 9, 1965—6:00 P.M.

Ligon High School Cafeteria

Raleigh, North Carolina

*Presiding: Mrs. Margaret Wilson, President-Elect,
NCACT

Invocation—Mrs. Annie N. Gerald, Director, Southeast-
ern District, NCACT

Welcome Remarks—Mrs. Juanita F. Barnett, Vice-President, NCACT
 Introductions—Mr. Oscar H. Hinnant, Jr., Assistant Director, Piedmont District, NCACT
 *Introduction of Speaker—Mrs. Elizabeth D. Koontz, President-Elect, NEA-DCT
 *Address—Dr. Mary Hughie Scott, Specialist Curriculum and Instruction Department of Elementary School Principals, NEA
 Remarks—Dr. S. E. Duncan, President, NCTA
 Announcements—Mrs. Edna C. Richards, Executive Secretary, NCACT
 *Presentation—Dr. Lafayette Parker, Immediate Past President, NCTA
 Election Results—Mrs. Ruth B. Jones, Director, North Central District, NCACT
 *Installation of Officers—Mr. Elliott B. Palmer, Executive Secretary, NCTA

* Activities to be conducted in the Arena Area of the Raleigh Memorial Auditorium at 7:30 P.M.

GENERAL ASSEMBLY

Arena Area, Memorial Auditorium

Presiding: Mrs. Margaret Wilson
 Introduction of Speaker: Mrs. Elizabeth D. Koontz
 Address: Dr. Mary H. Scott
 Presentation: Dr. Lafayette Parker
 Installation of Officers: Elliott B. Palmer
 Fashion Revue: Designs by Shirley Jones
 Announcements
 Adjournment

DIVISION OF ADMINISTRATORS AND SUPERVISORS

Friday, April 9, 1965—11 A.M.

Arena Area—Memorial Auditorium

Presiding: Mr. F. J. Corbett, Chairman
 Program Topic: "Implementing Integration"
 Speaker: Dr. James E. Cheek, president, Shaw University, Raleigh, North Carolina

DIVISION OF ADMINISTRATORS AND SUPERVISORS

Friday, April 9, 1965—3:30 P.M.

Arena Area—Memorial Auditorium

Presiding: Mr. S. B. T. Easterling, Chairman
 Program Topic: "Implementing Integration"
 Panel: (1) Transportation, (2) Financial Problems, (3) Legal Aspects, (4) Instructional Program
 Discussion Period
 Business Session
 Announcements
 Adjournment

DIVISION OF HIGHER EDUCATION

Friday, April 9, 1965—1:30 P.M.

Section III—Southern Room
 Memorial Auditorium

Presiding: Mr. Leonard H. Robinson, Chairman
 Program Topic: "A Review and Progress Report of the Cooperative Study Program of the Division of Higher Education and the Public Schools."
 Discussion Period
 Business Session
 Announcements
 Adjournment

DEPARTMENT OF SUPERVISORS

Thursday, April 8, 1965—1:30 P.M.

Greenleaf Auditorium, Shaw University

Presiding: Mrs. Dorothy P. Goodson, Chairman
 Theme: "Critical Issues Affecting North Carolina's Children Today"

Moderator: Mrs. Ruth Woodson, Supervisor of Elementary Education State Department of Public Instruction, Raleigh, North Carolina

Panel: "Public School Finance"

Mr. A. C. Davis, Controller

State Board of Education

Raleigh, N. C.

"Equalizing Educational Opportunity"

Mrs. Nora E. Lockhart, Principal

Crosby-Garfield School

Raleigh, N. C.

"Combating Moral and Civic Apathy"

Dr. James E. Cheek, President

Shaw University

Raleigh, N. C.

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF GUIDANCE

Friday, April 9, 1965—9:00 A.M.

Ligon High School—Room 112

Presiding: Mrs. Edythe R. Tweedy

Program Topic: "The Role of the Counselor in a Changing World"

Film: "Counseling Forecast"

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF AUDIO VISUAL AIDS

Friday, April 9, 1965—9:00 A.M.

Shaw University—Greenleaf Auditorium

Presiding: Mr. J. C. Duncan, Chairman

Program Topic: "Audio Visual Materials Enrich Instructions"

Demonstrations: (1) Overhead (2) The Bioscope

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF ART TEACHERS

Friday, April 9, 1965—11:00 A.M.

Art Department—Ligon High School

Presiding: Mrs. H. W. Daniel, Chairman

Program Topic: "Our Direction in Art Today"

Speaker: To be announced

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF VOCATIONAL AGRICULTURE EDUCATION

Friday, April 9, 1965—11:00 A.M.

Ligon High School Auditorium

Presiding: Mr. M. J. Sanders, President

Vocational Agriculture Teachers Association

Program Topic: "The Challenge That Faces Agriculture Teachers"

Speaker: Dr. John W. Davis, Special Director, Teacher Information and Security, NAACP Legal Defense and Educational Fund, Inc., New York, N. Y.

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF LIBRARIANS

Friday, April 9, 1965—9:00 A.M.

Library—Ligon High School

Presiding: Mrs. A. B. Bryant, Chairman
Mrs. Aquilla McCall, Co-Chairman
Program Topic: (To be announced)
Speaker: Miss Jane Wilson, Supervisor of Libraries,
Durham City Schools, Durham
Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF TEACHERS

OF EXCEPTIONAL CHILDREN

Friday, April 9, 1965—11:00 A.M.

Ligon High School—Room 122

Presiding: Miss Lena M. Branche
Program Topic: "The Emotionally Disturbed Child"
Speaker: Dr. William B. Martin, professor of education,
East Carolina College, Greenville, North Carolina
Film: "Stuttering from the Horse's Mouth"
Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF MUSIC TEACHERS

Friday, April 9, 1965—11:00 A.M.

Music Room—Ligon High School

Presiding: Mr. J. L. Edwards, Chairman
Program Topic: "The Great Society: Better Music —
With Strings, With Band, With Choir"
Workshop: "Striving for Perfection in the String Choir,
in the Band, in the Choir"
Consultants: Miss Geraldine Cate—Choir, St. Mary's
College, Raleigh
Miss Ruby Green—Public School Music
Mr. Bernard Mason—Strings, Howard Uni-
versity, Washington, D. C.
Mr. Kenneth Martin—Brass, St. Augus-
tine's College, Raleigh
Mr. Clinton Wilson, Accompanist, North
Carolina College at Durham
Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF SECONDARY

EDUCATION TEACHERS

Friday, April 9, 1965—11:00 A.M.

Greenleaf Auditorium—Shaw University

Presiding: Mr. Robert W. Boley, Chairman
Program Topic: "Motivation as a Task of Secondary
Education in Teaching for World Responsibility"
Speaker: To be announced
Program Feature: "A Suggestion Contest"
(first, second, and third prizes)
Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF STUDENT NEA, NCTA

Friday, April 9, 1965—11:00 A.M.

Leonard Auditorium

Presiding: Mrs. Loreno M. Marrow, Chairman
Program Topic: "Reforms and Innovations in Teacher
Education"
Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF BUSINESS EDUCATION TEACHERS

Friday, April 9, 1965—11:00 A.M.

Ligon High School—Room 012

Presiding: Mrs. M. B. Wright, Chairman
Program Topic: "Challenge of the Change in Business
Education to Business Educators"
Speaker: Miss D. Macil Via, State Supervisor of Busi-
ness Education
Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF INDUSTRIAL

EDUCATION TEACHERS

Friday, April 9, 1965—1:00 P.M.

Ligon High School—Industrial Arts Room S6

Presiding: Mr. D. H. Thornton, Chairman
Program Topic: "Vocational Acts of Trade and Indus-
trial Education"
Speaker: Mr. Charles D. Bates, State Supervisor, Trade
and Industrial Education
Discussion Period
Business Session
Announcements
Adjournment

SECTION OF ELEMENTARY SCHOOL PRINCIPALS

Friday, April 9, 1965—9:00 A.M.

Section III. Southern Room

Memorial Auditorium

Presiding: Mr. Charles D. Marsh, Chairman
Program Topic: "Education, the Bridge for World Re-
sponsibility"
Speaker: Mrs. Natalie Mintz, Instructor in the Bridge
Project, New York, New York
Discussion Period
Business Session
Announcements
Adjournment

SECTION OF PRIMARY AND

GRAMMAR GRADE TEACHERS

Friday April 9, 1965—9:00 A.M.

Arena Area—Memorial Auditorium

Presiding: Mrs. Cornelia Cobb, Chairman of Grammar
Grades
Mr. Samuel Poole, Chairman of Elementary
Council
Program Topic: "Today's Children, Our Greatest Con-
cern"
Speaker: Mr. C. Douglas Carter, Director of Special Ser-

vice, Winston-Salem Forsyth County School, Winston-Salem, North Carolina
 Program Topic: "I Teach A Child"
 Panel: "Education for a Great Society"
 Moderator: Dr. William A. Darity, Director of Program Development, North Carolina Fund
 3:30 P.M.

Section II—Southern Room—Memorial Auditorium
 Topic: "Pilot Programs and Projects in Our State"
 Speaker: Dr. J. E. Miller, Assistant Superintendent of Public Instruction, Raleigh, North Carolina
 Discussion Period
 Business Session
 Announcements
 Adjournment

SECTION OF SCIENCE TEACHERS

Friday, April 9, 1965—9:00 A.M.

Roberts 4—Shaw University

Presiding: Mrs. Rosa A. Brodie, Chairman, Science Division

Program Topic: "New Trends in Science"

Speaker: Mrs. O. K. Beatty, Chairman, Biology Department, Livingstone College, Salisbury, N. C.



MRS. SHIRLEY JONES, FASHION ARTIST—A feature of the Convention program will include lovely Mrs. Shirley Jones, designer in a Fashion Revue at 8:30 p.m. in the Raleigh Memorial Auditorium. Mrs. Jones will display a number of outfits which she has designed appropriate for both daytime and evening wear. There will be other models assisting her.

Mrs. Jones was graduated from the Atlantic City High School in 1959, and she is a graduate of the Mayer School of Design in New York City. While in high school she was awarded the state scholarship presented by the New Jersey Petroleum Company for excellence in clothes Designing. She is also the recipient of the Atlantic City Electric Company Award.

Serving as commentator for Mrs. Jones will be her high school instructor in home economics.

Discussion Period
 Business Session
 Announcements
 Adjournment

SECTION OF MATHEMATICS TEACHERS

Friday, April 9, 1965—9:00 A.M.

Ligon High School—Classroom

Presiding: Mr. Thomas E. Conway, Chairman, Mathematics Division

Program Topic: "New Techniques in Numbers"

Speaker: Mrs. Virginia Newell, Associate Professor of Mathematics, Shaw University

Discussion Period

Business Session

Announcements

Adjournment

SECTION OF FOREIGN LANGUAGE TEACHERS

Friday, April 9, 1965—9:00 A.M.

Ligon High School—Room 127

Presiding: Mrs. Annie E. Bowers, Chairman

Program Topic: "Modern Techniques in the Teaching of Foreign Languages"

Speaker: Mrs. Cynthia Smith, French Department, Hillside High School, Durham, North Carolina

Discussion Period

Business Session

Announcements

Adjournment

COLOR



Wonder!
 Excitement!
 Fascination!
 Experimentation!

filmstrips GRADES 1-8

TO ACCOMPANY THE HEATH SCIENCE SERIES

by Herman and Nina Schneider

Brilliant photography, creative art, work, informative charts and diagrams, challenging thought problems, and intervals for experimentation in all the major areas of the science program, makes these colorful filmstrips a must for modern science classes.

A Teacher's Guide accompanies each set of filmstrips.

**D. C. HEATH
 AND COMPANY**

Representative: J. E. CRAIG

280-282 Spring Street N. W.

ATLANTA, GA.

30303

SECTION OF SOCIAL SCIENCE TEACHERS

Friday, April 9, 1965—9:00 A.M.

Ligon High School—Room 012

Presiding: Mrs. Esmeralda Rich Hawkins, Chairman
Program Topic: "The Place of Television in Teaching the Social Studies"
Speaker: Mr. Robert A. Frederickson, School of Education, University of North Carolina at Greensboro, Greensboro, North Carolina
Consultants: Mrs. Mary Gamble
Mrs. Winnie Robinson
Discussion Period
Business Session
Announcements
Adjournment

SECTION OF ENGLISH TEACHERS

Friday, April 9, 1965—9:00 A.M.

Leonard Building—Auditorium

Shaw University

Presiding: Mr. C. C. Lipscomb, Chairman
Program Topic: "The Utilization of the Special and Modified English Curriculums"
Demonstrations: (1) "English Techniques and Trends in Teaching the Accelerated"
(2) "Innovations in Teaching Reading in the Modified Curriculum"
Discussion Period
Business Session
Announcements
Adjournment

SECTION OF NATIONAL ASSOCIATION

OF SECONDARY SCHOOL PRINCIPALS

Friday, April 9, 1965—1:30 P.M.

Greenleaf Auditorium—Shaw University

Presiding: Mr. S. O. Jones, Chairman
Program Topic: "Athletics in the High Schools"
Discussion Period
Business Session
Announcements
Adjournment

SECTION OF DRIVER EDUCATION

Friday, April 9, 1965—9:00 A.M.

Ligon High School—Classroom

Presiding: Mr. Isaac Barnett, Chairman
Program Topic: "Methods of Integrating Driver and Safety Education on All Levels in the School"
Speaker: Mrs. Jean Brown, Supervisor Teacher of Safety Education, Grambling College, Grambling, Louisiana
Discussion Period
Business Session
Announcements
Adjournment

THE COLLEGE WHERE YOUTH AND THE FUTURE MEET

ELIZABETH CITY



STATE COLLEGE

ELIZABETH CITY, NORTH CAROLINA

THE BACHELOR OF SCIENCE DEGREE IN: Biology, Business Education, Elementary Education, English Fine Arts, Industrial Arts, Physical Education, Science and Social Science.

SCHOLARSHIPS — AWARDS — LOANS — WORK-AID GRANTS

NINE WEEK SUMMER SESSION

6 Weeks — June 14, 1965

3 Weeks — July 26, 1965

FALL SESSION 1965-1966

Freshmen and New Students Report — Sept. 9, 1965

Returning Students Report — Sept. 15, 1965

For Information Write:

DIRECTOR OF SUMMER SESSION

DIRECTOR OF ADMISSIONS

Elizabeth City State College, Elizabeth City, North Carolina 27909

CONSTITUTION

Of The North Carolina Teachers Association

Article I—Name

The name of this organization shall be the North Carolina Teachers Association.

Article II—Purpose

The purpose of this Association shall be:

- (a) To encourage the attainment of the highest professional and educational standards of its members and for the people of North Carolina.
- (b) To foster sentiment favorable to the growth, development and improvement of education in North Carolina and to seek to establish the North Carolina Teachers Association as an integral part of the recognized educational forces of North Carolina.
- (c) To cooperate with other educational, professional and civic organizations and agencies whose objectives and purposes are similar to the objectives and purposes of this Association.
- (d) To promote and protect the welfare of its members as it relates to professional and economic security, public relationships, and healthful living.

Article III—General Officers

SECTION 1. The General Officers of the Association shall be the president of the Association, the vice president, the recording secretary, the treasurer, and the executive secretary. The officers shall be installed as officers-elect at the time of the meeting in which they are elected, but they shall not assume active responsibility in office until the next ensuing fiscal year, and their terms shall be co-terminous with the fiscal year except as otherwise herein provided. The annual convention of the Association may authorize such non-constitutional officers and committees as the annual convention may find to be necessary or desirable from time to time.

SECTION 2. The duties of the officers shall be the usual duties of the respective officers and such other duties as the Association may prescribe.

SECTION 3. The treasurer of the Association and any others who may be responsible for handling the funds of the Association shall be adequately bonded.

SECTION 4. The president of the Association shall be elected for a term of two years and shall not succeed himself. The vice president shall be elected for a term of two years.

In case the office of president is made vacant before the regular and full expiration of time of the elected president, the vice president shall serve as the acting president until the next annual convention. In case of a vacancy in the office of president and vice-president the executive secretary shall call a meeting of the Board of Directors, hereinafter provided for, and the Board of Directors shall select some one from its own membership to act as president until the next annual meeting of the Association at which time a regular election shall be concluded.

SECTION 5. The recording secretary shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

SECTION 6. The treasurer shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

Article IV—Board of Directors

SECTION 1. There shall be a Board of Directors composed of the following: the president of the Association, the vice president, the recording secretary, the treasurer, the president of each of the district associations, any NEA Director for North Carolina who holds membership in the Association, the president of the North Carolina Association of Classroom Teachers, and one member elected by each district. Each of the members elected by the district shall serve for a term of three years. Staggered terms shall be set up by the Board of Directors. The term of membership on the Board of Directors for the president and vice president shall be as described in Article III, Section 4, except that each president shall remain a member of the Board of Directors for two consecutive years immediately following the expiration of his term as president of the Association.

A member elected from the district may be re-elected to membership on the Board of Directors for as many terms as the district may see fit to re-elect him.¹

SECTION 2. The president of the Association shall be the chairman of the Board of Directors. The Board of Directors shall have entire charge of the affairs of the Association during the recess between Annual Conventions subject to limitations in Section 6 of this Article and shall determine general plans for each succeeding Annual Convention. The Board of Directors shall hold at least one meeting during the recess between conventions. The expenses of meetings of the Board of Directors shall be paid by the Association. The Board of Directors shall have no power to nullify or alter any decisions of the Association in Convention Assembled.²

SECTION 3. The Executive Secretary shall be appointed by the Board of Directors and his term of office shall be determined by the Board of Directors. The Board of Directors shall supervise and direct the work of the Executive Secretary.³

SECTION 4. The Board of Directors shall employ a certified public accountant to audit the books and financial records of the Executive Secretary and Treasurer at least once a year. The report of the audit must be published in the official organ of the Association.

SECTION 5. The Board of Directors shall submit to the Association a budget for the fiscal year following each annual convention. The budget submitted shall indicate the estimated income and expenses for the incoming year. No money shall be appropriated from the treasury until the same has been considered by the Board of Directors and their report of the same presented to and approved by the Association.

SECTION 6. The Board of Directors shall have no power to acquire or dispose of real estate for the Association except upon special authorization by written resolution of the Annual Convention in which case the Board of Directors shall be limited strictly to the terms of such written resolution.

SECTION 7. The Board of Directors shall have the power to change the fiscal year.⁴

SECTION 8. The Board of Directors shall cause to be published in the *Teachers Record* (The official

publication of the Association) in the same issue which carries the minutes and proceedings of the Annual Convention, a record of all motions made and actions taken (whether affirmative or negative) in each meeting that was held by the Board during the Convention year. The said record need not necessarily carry detailed accounts of discussions, debates, or the exchange of remarks incident to the actions taken, but said record shall indicate clearly and definitely the actions taken, including so-called common consent actions) in all official meetings held by the Board during the Convention year.⁵

SECTION 9. The Board of Directors shall at no time delegate or surrender to any individual, group of individuals, or committees any of the duties or responsibilities that are expressly ascribed by this Constitution to be discharged by the Board of Directors itself.⁶

Article V—Membership⁷

SECTION 1. Any person who meets the North Carolina Teachers Certification requirements, who is actively engaged in professional work of an educational nature, who subscribes to the purposes and objectives of the Association, and who accepts the obligations of membership pertaining thereto, is eligible for membership in the Association.

SECTION 2. The membership of the Association shall consist of Active, Associate, Retired, and Student Members.

SECTION 3. Any person who is actively engaged in professional work and meets the qualifications set forth in Section 1 may become an Active Member of the Association.

SECTION 4. Any person interested in advancing the cause of education but who is not eligible for Active Membership may become an Associate Member, but shall not have the right to vote or hold elective or appointive office. Annual dues of Associate Members shall be the same as that of Active Members.

SECTION 5. Any member who has been an active member of the Association immediately prior to retirement may become a Retired Member. Annual dues of Retired Members shall be \$2.00. A Retired Member shall have all rights and privileges of an Active Member, except the right to hold elective office in the Association or its district organizations.

SECTION 6. Any student enrolled in a teacher-education program in a

college or university may become a Student Member of the Association by joining a chapter of the Student National Education Association. Annual dues of Student Members shall be \$1.00. A Student Member shall have all the rights and privileges of Associate Members.

SECTION 7. A local unit of the North Carolina Teachers Association may be organized in any county or city administrative unit of the public schools of North Carolina, provided that two or more administrative units of less than fifty-one potential members may organize a combined local unit. Not more than one local unit may be organized in any one administrative unit of the public schools of North Carolina unless special permission is granted by the Board of Directors for such temporary organization as may be deemed necessary because of recognized local hardships. A local unit may also be organized in any boarding school or college — public or private — in North Carolina. Not more than one local unit may be organized in any one boarding school or college.

Article VI—Voting

SECTION 1. Voting in the business sessions of the Association shall be by delegate assembly, except that all general officers, members of the Board of Directors and former presidents of the Association shall have the right to vote in all business sessions. All members of the Association shall have the privilege of voting for elective officers of the Association either at the Annual Convention or in the local units as the Association may prescribe under Section 4 of this Article and shall have the privilege of participation in the business sessions of the Association subject to the rules of the delegate assembly.⁸

SECTION 2. The president shall appoint a committee on credentials. The duty of the Credentials Committee shall be to examine and approve the names of persons sent in from the respective local units as delegates. The Credentials Committee shall exercise authority in approving or disapproving names of persons submitted as delegates, subject to final action by the Association in cases of protest. The Credentials Committee shall base its approval or disapproval on such factors as: whether the person was, at the time of being named, a member of the Association; whether the list was submitted within the time limits prescribed in Article VI, Section 4 below; the validity of the person submitting the list of names; and the

number of delegates to which the local unit is entitled.

SECTION 3. A local unit may delegate one or more of its members to represent the unit in the general business sessions of the Association as provided for in Section 4 below. In providing for this representation each unit shall be entitled to one representative or delegate for each ten or major fraction of ten members belonging to the local unit, provided any administrative unit, private boarding school, or college having fewer than ten members will be privileged to have one delegate. A delegate or representative from a local unit must be in good financial standing as a member of the association before being delegated to represent his local unit.

SECTION 4. In order to exercise the privilege of being represented in the business session of the Association by representative delegates, a local unit must file with the Executive Secretary of the Association a complete roster of its local membership. There also must be filed with the Executive Secretary a statement certifying the names of the person or persons on the roster that the local unit has chosen as its official delegates. Only one person may be chosen as a delegate for each ten or major fraction of ten members on the roster except as herein provided for in Section 3. The membership roster and the statement certifying the names of the chosen delegates must be signed by the president and the secretary of the local unit. The mailing of the roster of members financial with the Association must be made to the Executive Secretary sixty days before the opening date of the Annual Convention. The certified statement of delegates must bear post mark indicating that it was mailed to the Executive Secretary at least seventy-two hours before the opening program of the Annual Convention. The Credentials Committee shall not approve representatives or delegates from a local unit if its list of certified delegates is submitted later than the time herein specified.⁹

Article VII—Membership Dues

The annual membership dues shall be an amount determined by the Association in business session at the Annual Convention. Membership dues may be paid through local unit organizations or may be sent direct to the Executive Secretary.

Article VIII—Time and Place

The time and place of the meetings of the Association in Annual

Convention shall be decided upon in one of the business sessions of the Association. In case of an emergency, or in case no decision is settled upon in the business session, then the Board of Directors shall act for the Association in deciding upon the time and place of the next Annual Convention.

Article IX—Elections Committee

SECTION 1. A Committee on Elections shall be established as herein described below. This Committee shall be charged with the responsibility of working out necessary and satisfactory plans for the holding of elections. The plans proposed by the Committee shall be subject to the approval of the Board of Directors. The Committee shall provide that:

(a) Each district during its annual meetings shall nominate one candidate for each elective office in the North Carolina Teachers Association becoming vacant at the end of the convention year. The names of all candidates or persons nominated through district conventions for office shall be filed with the Executive Secretary by December 1.¹⁰

(b) The name of all nominees that are to appear on the final ballot be announced and publicized at a time, in a manner, and to the extent considered satisfactory by the Board of Directors.

SECTION 2. The Committee on Elections shall be composed of two persons from and elected by each of the respective districts at the time of their annual district meetings. The president of the Association, with the approval of the Board of Directors, shall also appoint additional persons to the Committee, provided that the number so appointed shall not exceed fifty per cent of the number elected by the district associations.

SECTION 3. The persons elected to serve on the Elections Committee shall serve for a period of one convention year or until their successors are elected.

SECTION 4. The president of the Association shall convene the Committee on Elections for its initial meeting. The Committee shall elect its chairman from its own membership and otherwise organize itself for carrying on its work.

SECTION 5. The Committee on Elections shall prepare a printed or otherwise written ballot for all members of the Association. The polls for voting shall be open from 10:00 A.M. to 6:00 P.M. on the day before the last day of the annual convention, unless voting in the local units

is provided. All candidates shall have the privilege of being present and having representatives at the polling place and at the counting of the ballots. The ballot boxes shall be opened for counting of ballots and the ballots shall be counted at the polling place starting at 6:01 P.M. on the day before the last day of the Annual Convention and the Committee on Elections shall report the results to the Convention at a time on the last day of the Annual Convention to be announced in open meeting on the day before the last day of such Convention.

Article X—Nominating Committee

SECTION 1. A Committee on Nominations shall be established. They shall be elected, appointed, and convened in such manner and consist of the same number as herein above prescribed for the Committee on Elections.

SECTION 2. The Committee on Nominations shall secure a copy of the candidates for office as filed with the Executive Secretary. From this list they shall select by ballot two nominees for each office in which there is a vacancy. In the event that any nominee or nominees become incapacitated or disqualified, for any reason whatsoever, the district executive committee shall have the power and full authority to substitute another person or persons to fill such vacancy, provided that the list of nominees submitted by the district conventions be exhausted before any other procedure is taken.

SECTION 3. The Committee on Nominations shall be charged with the working out of other details of plans incident to the preparation of the ballot to be used in each election. All plans worked out by the Committee on Nominations shall be subject to the approval of the Board of Directors.

Article XI—

Professional Organization

The Board of Directors shall provide for organization of the Association into divisions for promotion of professional activities. These divisions may be added to or changed upon the recommendation of the Board of Directors.¹¹

Article XII—District Associations

SECTION 1. As many district associations may be set up as approved by the Board of Directors provided:¹²

(a) That a new district shall not be created unless it has the affiliation of a minimum of 5 local units from at least 5 different counties and embraces a total membership of more than 600 persons.

(b) That an existing district shall not continue to exist unless it has a minimum affiliation of at least 5 local units from at least 5 different counties and a total of over 600 persons.

SECTION 2. District Associations may formulate their own constitution and bylaws so long as they do not conflict with the constitution of the State Association. Each district must file a copy of its constitution and bylaws with the Board of Directors for approval before the district shall be authorized to function as a subdivision of the State Association.

Article XIII—Quorum

Fifty per cent of the officers plus a majority of the registered delegates at the Association's Annual Convention shall constitute a quorum. For meetings of the Board of Directors, at least fifty per cent of the Board members must be present to conduct any official business. At any time when it becomes necessary to submit a matter to the vote of local unit delegates for a decision, then a majority of the registered local units at a given convention must be represented.¹³

Article XIV—Amendments

Proposed amendments to this constitution must be offered in writing to the Executive Secretary at least 60 days before the annual meeting. The Executive Secretary shall mail all such proposed amendments to each local unit secretary and publish same in the official organ of the Association. The Board of Directors shall report all such proposed amendments, with their recommendations, to the Association not later than the day before the vote is to be taken. A proposed amendment, when approved by two-thirds of the voting members present, shall become a part of this constitution.¹⁴

Article XV

Parliamentary Procedure

The latest edition of Roberts Rules of Order shall be the guide in any other parliamentary procedure not already specifically outlined in this constitution.

(Adopted at the 83rd Annual Convention March 19-21, 1964, Raleigh, North Carolina. Effective 6 P.M., March 21, 1964.

1 As amended by 83rd Annual Convention.

2 Ibid.

3 Ibid.

4 Ibid.

5 As amended by 80th and 83rd Annual Conventions.

6 As amended by 80th and 83rd Annual Conventions.

7 Sections 1-6, as amended by 83rd Annual Convention; Section 7, as amended by 73rd Annual Convention.

8 As amended by 70th Annual Convention.

9 As amended by 72nd Annual Convention.

10 As amended by 83rd Annual Convention.

11 As amended by 81st Annual Convention.

12 As amended by 83rd Annual Convention.

13 As amended by 70th Annual Convention.

Directory of Local Unit Presidents

COASTAL PLAIN DISTRICT

Mrs. J. W. McLamb, Secretary
Fremont Unit NCTA
Friendship Elementary School
Fremont, North Carolina
Mr. Harris G. Thompson,
President
O'Berry Unit NCTA
O'Berry School
Goldsboro, North Carolina
Mr. C. K. Harris, President
Goldsboro Local Unit NCTA
West Elm Jr. High School
Goldsboro, North Carolina
Mr. Lamonte Mitchell, President
Wayne County Unit NCTA
606 Canal Street
Goldsboro, North Carolina
Mr. R. J. Claybrook, President
Pender County Unit NCTA
Annandale School
Hampstead, North Carolina
Mr. Gerald E. Saunders, President
Pamlico County Unit NCTA
Pamlico Central School
Bayboro, North Carolina
Mr. W. H. Newton, President
Onslow County Unit NCTA
305 Court Street
Jacksonville, North Carolina
Mr. David L. Mallette, President
New Hanover County Unit NCTA
411 S. 15th Street
Wilmington, North Carolina
Mr. C. B. Stewart, President
Kinston City Unit NCTA
Adkin Senior High School
Kinston, North Carolina
Mrs. Lynetta Vause, President
Lenoir County Unit NCTA
Route 5, Box 300
Kinston, North Carolina
Mr. H. W. Johnson, President
Jones County Unit NCTA
Jones High School
Trenton, North Carolina
Mr. N. E. Parker, President
Greene County Unit NCTA
1105 Sycamore Street
Kinston, North Carolina
Mr. J. T. Newkirk, President
Duplin County Unit NCTA
E. E. Smith High School
Box 368
Kenansville, North Carolina
Mr. Thomas L. Jones, President
New Bern City Unit NCTA
916-B Cedar Street
New Bern, North Carolina
Mr. R. W. H. Badger, President
Craven County Unit NCTA
P. O. Box 1555
New Bern, North Carolina
Mr. John W. Tillery, President
Carteret County Unit NCTA
P. O. Box 581
Morehead City, North Carolina

EAST PIEDMONT DISTRICT

Mrs. M. D. Williams, President
Warren County Unit NCTA
Route 3, Box 28
Warrenton, North Carolina
Mr. Harold H. Webb, President
State Department Unit NCTA
133 East Hargett Street
Raleigh, North Carolina
Dr. J. A. Boyer, President
Saint Augustine's College
Raleigh, North Carolina
Mrs. Myrtle C. Crockett, President
Local Unit NCTA
3320 Garner Road
Raleigh, North Carolina
Mr. Thomas E. Kee, President
Local Unit NCTA
Shaw University
Raleigh, North Carolina
Mrs. F. A. Turner, President
Raleigh Unit NCTA
Crosby-Garfield School
Raleigh, North Carolina
Mr. Clarence A. Toole, President
Wake County Unit NCTA
1700 Oakwood Avenue
Raleigh, North Carolina
Rev. R. W. Wisner, President
Kittrell College
Kittrell, North Carolina
Mr. H. K. Gilreath, President
Vance County Unit NCTA
P. O. Box 14
Oxford, North Carolina
Mr. Urias E. Atkins, President
Granville County Unit NCTA
412 Taylor Street
Oxford, North Carolina
Mrs. H. S. Boone, President
Franklinton Unit NCTA
B. F. Person-Albion
Franklinton, North Carolina
Mr. F. George Shipman,
President
Local Unit NCTA
N. C. College at Durham, Box
Durham, North Carolina
Mr. Alfred Fisher, President
Durham City Unit NCTA
2504 Janet Street
Durham, North Carolina 27707

NORTH CENTRAL DISTRICT

Mr. C. W. Hines, President
Eleanor P. Reid Unit NCTA
B. O. Barnes Elementary School
Wilson, North Carolina
M. Robert A. Boddie, President
Elm City Teachers Association
Box 245
Nashville, North Carolina
Mr. Ernest Stephens, Vice-President
Wilson County Unit NCTA
908 Elvie Street
Wilson, North Carolina

Mr. G. W. Jacobs, President
Northampton County Unit NCTA
Coates Elementary School
Seaboard, North Carolina
Mr. T. V. Foster, Jr., President
Rocky Mount Unit NCTA
J. W. Parker Jr. High School
Rocky Mount, North Carolina
Mr. James Battle, President
Nash County Unit NCTA
641 Pennsylvania Avenue
Rocky Mount, North Carolina
Mr. Q. K. Wall, President
Johnston County Unit NCTA
P. O. Box 751
Smithfield, North Carolina
Miss Maude E. Freeman,
President
Roanoke Rapids Unit NCTA
John A. Chaloner School
Roanoke Rapids, North Carolina
Mr. J. A. Campbell, President
Weldon Unit NCTA
309 West Third Street
Weldon, North Carolina
Mrs. Cleo W. Turner, President
Halifax County Unit NCTA
Brawley High School
Scotland Neck, North Carolina
Mr. Horace Hussey, President
Tarboro City Unit NCTA
Pattillo High School
Tarboro, North Carolina
Mr. Erastus Batts, President
Edgecombe County Unit NCTA
Box 539
Battleboro, North Carolina

NORTHEASTERN DISTRICT

Mr. E. V. Wilkins, Act. President
Washington County Unit NCTA
Washington County Union School
Roper, North Carolina
Mrs. Verna B. Fenner, President
Tyrrell County Unit NCTA
Route 1, Box 26-A
Columbia, North Carolina
Rev. Jesse R. Robinson, President
Greenville Unit NCTA
South Greenville School, Box 816
Greenville, North Carolina
Mr. J. W. Maye, President
Pitt County Unit NCTA
1225 Davenport Street
Greenville, North Carolina
Mr. King A. Williams, President
Perquimans County Unit NCTA
P. O. Box 127
Winfall, North Carolina
Mrs. H. M. Caldwell
Department of English
Elizabeth City Teachers College
Elizabeth City, North Carolina
Mrs. Doris P. Poole, President
Elizabeth City Unit NCTA
508 Roanoke Avenue
Elizabeth City, North Carolina

Dr. C. C. Thomas, President
Fayetteville State College
Unit NCTA
Fayetteville State College
Fayetteville, North Carolina
Mr. Charles Allen, President
Fayetteville City Unit NCTA
1906 Slater Avenue
Fayetteville, North Carolina
Mr. Bennie R. Wright, President
Cumberland County Unit NCTA
1903 Seabrook Road, Apt. 7
Fayetteville, North Carolina
Mrs. M. P. Williams, President
Whiteville Unit NCTA
Route 1, Box 226
Whiteville, North Carolina
Mr. Fennell Yates, President
Columbus County Unit NCTA
Route 1, Box 294-A
Whiteville, North Carolina
Mr. Pearson E. Dubar, Sr.,
President
Brunswick County Unit NCTA
Star Route
Shallotte, North Carolina
Mr. W. D. Neill, Jr., President
Bladen County Unit NCTA
Box 188
Bladenboro, North Carolina

SOUTHWESTERN DISTRICT

Miss Alice Glaze, President
Transylvania County Unit NCTA
Rosenwald School
Brevard, North Carolina
Mr. W. K. Knight, President
Rutherford County Unit NCTA
Carver High School
Spindale, North Carolina
Mr. Cedric H. Jones, President
Polk County Unit NCTA
Box 747
Tryon, North Carolina
Mr. James F. Alexander, Director
Mecklenburg College
7600 West Interstate 85
Charlotte 8, North Carolina
Dr. R. P. Perry, President
Johnson C. Smith University
Charlotte, North Carolina
Mr. Robert L. Davis, Jr., Jr.
President
Charlotte-Mecklenburg
Teachers Association
Williams Junior High School
Charlotte, North Carolina
Mrs. B. M. Greenlee, President
Marion City Unit NCTA
Box 660
Marion, North Carolina
Mr. Willie Wright, President
Lincolnton Unit NCTA
Oaklawn Elementary School
Lincolnton, North Carolina
Mr. G. R. Setzer, President
Lincoln County Unit NCTA
214 Gilbert Street
Charlotte, North Carolina
Mr. J. William Wade, President
Jackson County Unit NCTA
Box 745
Sylva, North Carolina

Mr. Claude Hostler, President
Hendersonville Unit NCTA
P. O. Box 838
Hendersonville, North Carolina
Mr. Charles E. Meeks, President
Haywood County Unit NCTA
16 Northside Street
Canton, North Carolina
Mr. Millard L. Bess, Secretary
Cherryville Unit NCTA
Box 337
Cherryville, North Carolina
Miss Alice Barber, President
Gastonia Unit NCTA
Highland Jr.-Sr. High School
Gastonia, North Carolina
Mrs. Joelene P. Shoats, President
Gaston County Unit NCTA
Lincoln High School, Box 128
Bessemer City, North Carolina
Mr. J. R. Henry, President
Cleveland County Unit NCTA
Box 235
Bessemer City, North Carolina
Mr. C. W. Franks, President
Murphy City Unit NCTA
Route 3, Box 414
Murphy, North Carolina
Mr. Garfield Connor, President
Hickory-Newton-Catawba
County Unit NCTA
Box 266
Newton, North Carolina
Mr. N. W. Hayes, President
Lenoir-Caldwell County Unit NCTA
203 Arlington Circle
Lenoir, North Carolina
Mr. Herbert Gidney, President
Burke County Unit NCTA
448 N. Green Street
Morganton, North Carolina
Mrs. Gladys P. Forney, President
Asheville-Buncombe Unit NCTA
143 Pine Street
Asheville, North Carolina

WESTERN DISTRICT

Mr. P. W. Bailey, President
Yadkin County Unit NCTA
P. O. Box 312
Boonville, North Carolina
Mr. J. S. Barber, President
Wilkes County Unit NCTA
Route 2, Box 253
Wilkesboro, North Carolina
Mrs. A. L. McKinney, President
Monroe City Unit NCTA
808 Winchester Avenue
Monroe, North Carolina
Mrs. A. C. McKinney, President
Union County Unit NCTA
808 Winchester Avenue
Monroe, North Carolina
Mr. Joseph E. Bradshaw, President
Surry County Unit NCTA
J. J. Jones High School
Mount Airy, North Carolina
Mrs. C. M. Tolliver, President
Stokes County Unit NCTA
1826 Fourth Street, N. E.
Winston-Salem, North Carolina
Mr. G. L. Hines, President
Stanly County Unit NCTA
Box 367
Badin, North Carolina

Mr. W. Clyde Williams,
President
Local Unit NCTA
Livingstone College
Salisbury, North Carolina
Mrs. Doris P. Jones, President
Salisbury City Unit NCTA
1124 Crestview Drive
Salisbury, North Carolina
Mrs. Eva H. Johnson, President
Rowan County Unit NCTA
P. O. Box 504
Salisbury, North Carolina
Mr. W. F. Hairston, President
Montgomery County Unit NCTA
2500 Atlee Street
Winston-Salem, North Carolina
Mr. Lonnie P. Davis, President
Statesville Unit NCTA
408 Monroe Street
Statesville, North Carolina
Mr. Howard W. Miller, President
Mooresville Unit NCTA
P. O. Box 508
Mooresville, North Carolina
Mrs. Lottie S. Carson, President
Iredell County Unit NCTA
Route 2, Box 152
Harmony, North Carolina
Mrs. Emma T. Duren, President
Winston-Salem—Forsyth
Co. Unit NCTA
3740 Spaulding Drive
Winston-Salem, North Carolina
Mr. C. J. Parker, President
Local Unit NCTA
State Teachers College
Winston-Salem, North Carolina
Mr. Roosevelt Greenwood,
President
Davie County Unit NCTA
P. O. Box 316
Mocksville, North Carolina
Mrs. Golden F. Wall, President
Davidson County Unit NCTA
Turner Street School
Thomasville, North Carolina
Miss Dorothy D. Boone, Reporter
Local Unit NCTA
Barber-Scotia College
Concord, North Carolina
Mr. E. J. Willie, President
Tri-School Unit NCTA
515 Capel Street
Kannapolis, North Carolina
Mr. John C. Miller, Principal
Bristol School
Fleetwood, North Carolina
Mr. W. E. Simmons, President
Morven City Unit NCTA
McRae High School
Morven, North Carolina
Mrs. V. N. Price, President
Wadesboro Unit NCTA
1017 Main Street
Wadesboro, North Carolina
Mr. James H. Evans, President
Anson County Unit NCTA
605 Salisbury Street
Wadesboro, North Carolina
Mr. H. G. Rose, President
Alexander County Unit NCTA
Happy Plains School
Taylorsville, North Carolina

Mr. Otha A. Jones, President
Pasquotank County Unit NCTA
Southern Avenue
Elizabeth City, North Carolina
Mr. W. J. Morris, President
Martin County Unit NCTA
123 S. Elm Street
Williamston, North Carolina
Mr. William H. Clark, President
Hyde County Unit NCTA
P. O. Box 146
Swan Quarter, North Carolina
Mr. Rochelle Vann, President
Hertford County Unit NCTA
P. O. Box 217
Winton, North Carolina
Mr. W. B. Whichard, President
Gates County Unit NCTA
P. O. Box 114
Gatesville, North Carolina
Mr. Sherwood N. Newsome,
President
Dare County Unit NCTA
Roanoke School
Manteo, North Carolina
Mrs. L. B. White, President
Currituck County Unit NCTA
706 Southern Avenue
Elizabeth City, North Carolina
Mrs. Novella P. Wilson, President
D. F. Walker Unit NCTA
416 N. Oakum Street
Edenton, North Carolina
Mr. Charles Fayton, President
Chowan County Unit NCTA
313 N. Oakum Street
Edenton, North Carolina
Mr. Frank Rice III, President
Camden County Unit NCTA
1315 Lincoln Street
Elizabeth City, North Carolina
Mr. Columbus E. Motley, President
Bertie County Unit NCTA
C. G. White High School
Powellsville, North Carolina
Mr. German L. Johnson, President
Washington City Unit NCTA
1217 Washington Street
Washington, North Carolina
Mr. Wilbert C. Artis, President
Beaufort County Unit NCTA
S. W. Snowden High School
Aurora, North Carolina

PIEDMONT DISTRICT

Mr. W. L. Baker, President
Laurinburg Unit NCTA
Washington Park School
Laurinburg, North Carolina
Mr. A. N. Harrell, President
Scotland County Unit NCTA
Shaw High School
Laurinburg, North Carolina
Mr. W. E. Diggs, President
Reidsville Unit NCTA
Post Office Box 120
Reidsville, North Carolina
Mr. Charles W. Bryant, President
Madison Unit NCTA
Charles Drew High School
Madison, North Carolina
Miss Mary C. Bell, Secretary
Leaksville Unit NCTA
P. O. Box 271
Leaksville, North Carolina

Mr. N. Freeman, Jones, Jr.,
President
Rockingham County Unit NCTA
320 Branch Street
Reidsville, North Carolina
Mrs. M. R. McInnis, President
Rockingham City Unit NCTA
P. O. Box 905
Rockingham, North Carolina
Mr. H. S. Diggs, President
Hamlet City Unit NCTA
Monroe Avenue High School
Hamlet, North Carolina
Mrs. F. M. Hasty, President
Local Unit NCTA
Morrison Training School
Hoffman, North Carolina
Mr. L. M. Goode, President
Richmond County Unit NCTA
Rosenwald School, Box 25
Mt. Gilead, North Carolina
Mr. T. E. Tyson, President
Randolph County Unit NCTA
Randolph High School
Liberty, North Carolina
Mr. Josiah P. Thomas, President
Person County Unit NCTA
Route 2, Box 102
Roxboro, North Carolina
Mr. J. D. Astwood, President
Chapel Hill Unit NCTA
A-2, Cornwallis Road
Durham, North Carolina 27707
Mr. Tarleton Davis, President
Orange County Unit NCTA
P. O. Box 664
Hillsboro, North Carolina
Mr. J. C. Hasty, President
W. Southern Pines Unit NCTA
Box 146
Southern Pines, North Carolina
Mr. S. C. Cureton, President
Pinehurst City Unit NCTA
P. O. Box 285
Pinehurst, North Carolina
Mr. G. W. Herring, President
Moore County Unit NCTA
Pinckney High School
Carthage, North Carolina
Mr. J. D. Fisher, President
Lee County Unit NCTA
836 Boykin Avenue
Sanford, North Carolina
Miss W. M. Crosson, President
Palmer Memorial Institute
Sedalia, North Carolina
Mrs. Alice P. McLeod, President
High Point City Unit NCTA
811 Richardson Street
High Point, North Carolina
Mrs. Mary P. Reese, President
Greensboro Unit NCTA
717 Broad Avenue
Greensboro, North Carolina
Mr. C. R. Stevenson, President
Local Unit NCTA
A. & T. College
Greensboro, North Carolina
Dr. C. G. Winston, President
Local Unit NCTA
Bennett College
Greensboro, North Carolina

Mr. Melvin C. Smith, President
Guilford County Unit NCTA
1304 Larkin Street
Greensboro 6, North Carolina
Mr. Willie L. Lassiter, President
Franklin County Unit NCTA
P. O. Box 81
Bunn, North Carolina
Mrs. M. W. Evans, President
Durham County Unit NCTA
1007 Plum Street
Durham, North Carolina
Mrs. Thelma G. Turner, President
Chatham County Unit NCTA
Box 8
Goldston, North Carolina
Mrs. Agnes B. Browning,
President
Caswell County Unit NCTA
P. O. Box 191
Yanceyville, North Carolina
Mr. Eugene E. Polk, President
Burlington Unit NCTA
420 Richmond Avenue
Burlington, North Carolina
Mr. S. N. McDonald, President
Alamance County Unit NCTA
1301 Sloan Street
Greensboro, North Carolina

SOUTHEASTERN DISTRICT

Mr. James M. Faison, Jr.,
President
Clinton Unit NCTA
521 McKoy Street
Clinton, North Carolina
Mr. F. E. Wright, President
Sampson County Unit NCTA
P. O. Box 404
Clinton, North Carolina
Mr. L. W. Herndon, President
Eastside School Unit NCTA
P. O. Box 398
Saint Pauls, North Carolina
Mrs. Sadie Douglass, President
Red Springs Unit NCTA
Peterson High School
Red Springs, North Carolina
Cyclrel Galbreath, President
Fairmont Unit NCTA
205 Bradshaw Street
Fairmont, North Carolina
Mrs. N. T. Whitted, President
Lumberton Unit NCTA
P. O. Box 571
Lumberton, North Carolina
Mr. Bruce Hargrove, President
Maxton City Unit NCTA
P. O. Box 516
Maxton, North Carolina
Mr. John A. Gibson, President
Roberson County Unit NCTA
Rowland Southside School
Rowland, North Carolina
Mr. G. A. Page, President
Hoke County Unit NCTA
Upchurch High School
Raeford, North Carolina
Mr. C. D. Marsh, President
Harnett County Unit NCTA
North Harnett School, R-2
Angier, North Carolina

The Hammocks Beach Story

W. R. COLLINS

Hammocks Beach Corporation Field Agent

I. THE CHARTER

Originally the Hammocks Beach Corporation, Inc., was operated under its own Board of Directors, independent of the North Carolina Teachers Association. In March 1963, the Hammocks' Charter was amended to dissolve the original Hammocks' Board of Directors and make the NCTA Board of Directors directly in control of the Hammocks. This requires separate meetings of the board due to extensive business involved with the Hammocks and NCTA. The board must adjourn and reconvene as the Hammocks Board, or hold the Hammocks board meeting first. The membership is the same, with the exception, that Dr. William Sharpe, and five other persons elected at large in addition to the regular NCTA Board members constitute the membership of the Hammocks Board.

This new agreement means, that now, the Hammocks Beach property is under the direct control of the North Carolina Teachers Association through its Board of Directors, with a single Board performing a dual function.

This action by the Hammocks Corporation in amending its charter, answered the contentions of the strongest opposition to the Hammocks Development to date. Through the years, since the property was transferred to the teachers, the contention held has been, that the teachers did not own nor did they have full control of the Hammocks, and therefore, should not support its development. The new amendment corrects that condition and gives NCTA the right under the charter to own, control, develop and use the property along with others named in the charter, as long as such use conforms to the terms of the charter. There is no longer a legitimate question about ownership. The Hammocks property belongs to the NCTA for recreational and educational purposes.

II. THE NEXT STEPS

In developing the Hammocks, the following steps are to be implemented:

1. Get every teacher conversantly aware of this favorable amendment to the charter of the Hammocks Corporation.
2. Increase the use of presently established facilities at the Hammocks through the following actions:
 - a. Advertise the services of our twelve cottages, central recreational hall, with kitchen, lunch service, and our fishing pier.
 - b. Recommend the use of the Future Farmers of America and the 4-H Club facilities.
 - c. Establish our interest in the State Park through our use of said facility.
3. Continue the financial drive previously planned for the following projects:
 - a. Complete the official survey designating unit development of the property at an estimated cost of \$ 5,000
 - b. Boat loading and launching ramp 1,000
 - c. A nine hole golf course 25,000
 - d. A new motel with salt water swimming pool 44,000
 - e. Soft ball diamond 500
 - f. All weather tennis courts 10,000

g. Assorted playground equipment	1,500
h. The establishment of a trailer court area	2,000
i. A full time employee to manage and promote the development	7,000
j. A full time maintenance man for the total developments	4,000
	<hr/> \$100,000

4. Item a, in the list of projects above has been completed with the cost taken from the gross development receipts to date.
5. Money used recently for renovation, repairs and painting of existing property was taken from the development fund.

III. A PROSPECTIVE VIEW REVEALS THE FOLLOWING

1. The completion of the project drive as soon as possible, with items represented in use.
2. Increase active participation in the project development by projecting activities in the following areas:
 - a. Arouse individual and group interest and action in the establishment of a TRAILER COURT. Messrs. Roscoe Williams JCTS, Smithfield, N. C., Henry Holding, Raleigh, N. C. and G. C. Hawley, Mt. Olive, N. C.
 - b. Get individual families interested in the construction of single family units as designated in the drawings. Messrs. Reginald Harris, Henderson, N. C., Calvin Paschal and Carl Easterling, are capable of rendering this service. E. G. Lamberth, Smithfield, N. C.
 - c. A DOCTORS RETREAT at the Hammocks would be a natural. To spearhead this movement the following would be hard to beat. Drs. Andrew Best, W. T. Armstrong, and G. K. Butterfield, Greenville, N. C., Rocky Mount, N. C. and Wilson, N. C., respectively.
 - d. THE CONSTRUCTION OF A CLASSROOM TEACHERS LODGE, piloted by Mesdames Juanita Corbin, Edna Richards and Mrs. J. C. Barber.
 - e. DEVELOPMENT OF THE HIGH SCHOOL PRINCIPALS LODGE would be delegated to a veteran and assistants, Messrs. E. M. Barnes, Wilson, N. C., W. H. Rienhardt, Goldsboro, N. C., L. E. Spencer, Henderson, N. C. and O. N. Freeman, Charlotte, N. C.
 - f. DEVELOPMENT OF THE ELEMENTARY PRINCIPALS LODGE could be effectively sponsored by Messrs. A. C. Crowder, A. H. Peeler and Mrs. Edna Smallwood, Goldsboro, N. C., Greensboro, N. C. and Trenton, N. C. respectively.
 - g. A VOCATIONAL LODGE, answering the dream of Vocational teachers, could be checked by Messrs. B. H. Thornton, Durham, N. C., T. E. Conway, Louisburg, N. C. and James R. Taylor, Greensboro, N. C.

TO SWANSBORO 5 MILE

FAMILY CABIN U
PLAY AREAS FOR
AS SITE A, B, C



ADJACENT
DESIGNATED
H →

CABIN SITE "E"

FAMILY CABIN SITE "F"

FAMILY CABIN SITE "G"

FAMILY CABIN SITE "H"

9-HOLE 3 PAR
GOLF COURSE

FARM LAND - HURST PROPERTY
UNTIL YEAR 2040
FUTURE GOLF COURSE

PRIVATE PROPERTY OF
HURST FAMILY - 10 ACRES

PROPOSED - MEMORIAL CHAPEL
PROPERTY OF DR. AND
MRS. SHARPE

EXISTING PARKING AREA

ASSEMBLY BUILDING

PARKING AREA 450 CARS

EXISTING FERRY DOCK

CLUB HOUSE, SWIMMING POOL,
TENNIS COURTS

MARINA

DOCKS

PARKING AREA - CARS AND
BOAT TRAILERS

RAMPS BOAT UNLOADING

SERVICE BUILDING - BOATS

MARINA

GROUP CAMP RECREATIONAL
COLLEGE TEACHERS SITE NO. 1

NEW LAKE FISH HATCHERY
RESEARCH AREAS
IRRIGATION FOR GOLF COURSE

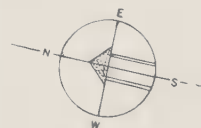
GOLF COURSE
PROFESSIONAL

GROUP CAMPS OR DORMITORIES
EDUCATIONAL SITE NO. 2

GROUP CAMP RECREATIONAL
(EXISTING NFA) SITE NO. 1

GROUP CAMP RECREATIONAL
PRINCIPALS SITE NO. 2

UNIVERSITY BY THE SEA
MARINE BIOLOGICAL
RESEARCH CENTER



MASTER PLAN FOR RECREATIONAL AREA HAMMOCKS BEACH CORPORATION, INC.

NEAR SWANSBORO, NORTH CAROLINA

0 100 200 300 400 500 1000 1500 2000

RICHARD C. BELL ASSOCIATES

LANDSCAPE ARCHITECTS-PLANNING CONSULTANTS

RALEIGH, NORTH CAROLINA

MAY 10, 1964

GROUP CAMP RECREATIONAL
HIGH SCHOOL TEACHERS
SITE NO. 3

GROUP AMPHITHEATER

GROUP CAMP RECREATIONAL
(EXISTING 4-H) SITE NO. 4

- h. A LODGE FOR SUPERVISORS of the state, including the state supervisory personnel, with the state supervisory staff acting as consultants, could be handled by Mesdames Mae Rudd Williams, Fayetteville, N. C., Dorothy P. Goodson and Mary Barnes Smith, Raleigh, N. C. and Elizabethtown, N. C. respectively.
- i. GROUP CAMP FOR COLLEGE TEACHERS can be explored by Dr. F. G. Shipman, Durham, N. C., Mr. J. C. Jones, Fayetteville, N. C. and Mrs. Lorena M. Morrow, Greensboro, N. C.
- j. BOAT RAMPS for loading and unloading boats, Messrs. L. M. Hatton, Henderson, N. C., M. L. Wilson, Selma, N. C. and M. B. Albright, Selma, N. C.
- k. CONSTRUCTION OF A CLUB HOUSE AND SWIMMING POOL, near the inland water way. The following are asked to make the initial investigation: Messrs. J. H. Carney, Goldsboro, N. C., C. B. Stewart, Kinston, N. C. and James Clarke, Charlotte, N. C.
- l. THE CONSTRUCTION OF A UNIVERSITY BY THE SEA is a college responsibility. To get the colleges to look into the possibility of sponsoring the construction of a University by the sea as a Marine Biological Research Laboratory, as a cooperative project extending their training activities into a natural setting, is a task that would fit: Drs. L. C. Dowdy, Greensboro, N. C., Joseph Jones, Raleigh, N. C., and W. I. Morris, Greensboro, N. C.
- m. The retired teachers will not allow themselves to be left out of this mammoth development. To safeguard their interest and explore the possibilities for construction of a A RETIRED TEACHER LODGE, the following are assigned: Mr. J. T. Taylor, Durham, N. C., Mrs. Ethel Haywood, Lumberton, N. C., and Dr. Rose Butler Brown, Durham, N. C.
- n. The new plans call for a BOY SCOUTS CAMP, as an expression of faith in the movement. Persons most apt to succeed with this project would be: Messrs. J. A. Tarpley, Greensboro, N. C., J. H. Twitty, St. Pauls, N. C., E. E. Waddell, Charlotte, N. C., W. I. Bland, Goldsboro, N. C. and Reginald Ennis, Smithfield, N. C.
- o. The need for a GIRL SCOUT CAMP is no less important, and space is provided. Who will volunteer for this service?
- p. Mr. F. G. Burnett, Durham, N. C. has volunteered to work for the construction of a SPECIAL CLUB HOUSE for boys at the Hammocks, as a part of this master expansion plan.
- q. In like manner space is provided for a SPECIAL GIRLS CLUB HOUSE in the plan. If interested in this assignment, please contact Hammocks Headquarters in Raleigh, N. C.
- r. The State Parks Commission could consider the construction of a fishing pier as a part of its Beach Island Development, as a revenue feature for the Beach Park. This could be handled in a most constructive manner by: Messrs. W. M. Daniels, Washington, N. C., J. W. Broadhurst, Jacksonville, N. C. and R. H. Cherry, Tarboro, N. C.
- s. The State Park and the Hammocks Mainland will not represent what was intended for the teachers until a BRIDGE CONNECTS THE HAMMOCKS MAINLAND WITH THE STATE PARK ON THE BEACH ISLAND. To undertake this task will be: Dr. Rudolph Jones, Fayetteville, N. C., Messrs. J. C. Barber, Raleigh, N. C., E. B. Palmer, Raleigh, N. C., and W. R. Collins, Durham, N. C.
- t. No expansion of this type would be complete without provision for outdoor entertainment. The plans call for an AMPHITHEATER. This responsibility is assigned to Mrs. Josie Boney Carr, Goldsboro, N. C., the presidents of the State Musical Group and Dramatics Group, plus Mr. R. E. Avery, Smithfield, N. C.
- u. As a tribute to the memory of Dr. William Sharpe, Sr., convert the Sharpe residence at the Hammocks into a Memorial Chapel with garden and museum, or select a more suitable site for this purpose. Persons especially fitted for this task are: Mrs. Ida Duncan, Salisbury, N. C., Drs. J. W. Seabrook, Fayetteville, N. C., H. L. Trigg, Salisbury, N. C., Mrs. John Hurst, Swansboro, N. C., J. A. Campbell, Weldon, N. C., and W. A. Foster, Goldsboro, N. C.
- v. The construction of a college presidents cottage would fit the plan perfectly. The following could very easily make this exploration: Drs. Kenneth Williams, Winston-Salem, N. C., Walter N. Ridley, Elizabeth City, N. C., James E. Cheek, Raleigh, N. C.
- w. Construction of NCTA Unit Cottages: Messrs. W. A. McLaughlin, William Lanier, and Woodrow W. Edmonds.

Activities indicated in (a) through (w) are essentially a part of the master plan of development. The project here is intended to interest individuals indicated, upon the recommendation of Dr. Rudolph Jones, for specific services. The first person indicated is to act as chairman of the group. Persons so listed are asked to write immediately to me at headquarters in Raleigh, stating whether we might depend on their making the preliminary study of the immediate possibilities under their special assignment and give a progress report during the Pilgrimage Day Program at the Hammocks. We hope to have in this office shortly, information on the initial cost for each project suggested, with reasonable methods of approach. The concentrated efforts in these respects, will create a new IMAGE for the Hammocks, and the speed with which we move in this direction will help to place the application for a bridge in favorable light for consideration by interested parties and foundations.

IV. THE ULTIMATE OBJECTIVE

At present the use of the Ferry as a means of transportation between the mainland and the State park is inadequate, and produces a problem of excessive expense. Therefore, the most important item in the great development program, as planned for the Hammocks, is a Bridge connecting the mainland with the Hammocks Beach State Park. Application for said bridge cannot be placed for consideration until it has been clearly established by our actions, on items as outlined, that we intend to follow through with this expansion of facilities on the mainland of the Hammocks. Therefore, careful attention must be given to Section II of this report, Item 3 and all of Sections III and IV.

V. ACTION

It is very necessary, that special attention be given to the following aspects of our drive for immediate funds if we are to be reasonably successful with our endeavors at this time. Never before in the history of the Hammocks has concerted action been more necessary than at this very moment. If we are to make good of this opportunity, we will have to renew our confidence in our own efforts in order to convince others, that we are deservant of their assistance. If we can get the proper response from the teachers on the following, we will immediately see changes at the Hammocks, because the money needed will be in hand.

Potential sources of such funding are listed as follows:

- a. There are approximately 3500 teachers in the state who have not paid the initial or subsequent assessments. This group is asked now to pay \$25.00 each, which will give \$87,500.
- b. There are approximately 4000 teachers in the state who paid the original assessment, but have not paid the last assessment of \$10.00. If this group would pay up now, the net here would be \$40,000.
- c. There are approximately 4500 new and old teachers who have paid the initial and subsequent amounts, who at this time would be willing to throw in \$5.00 or more in this new effort as a vote of confidence in the current Hammocks Development Project. In this way we would net \$22,500 making a grand total for this project \$150,000. This would be to fully complete the planned program and increase the units in the Motel, which as listed would be too limited. THIS CO-OPERATIVE ACCOMPLISHMENT WOULD REPRESENT THE KIND OF ACTION THAT WOULD ALMOST GUARANTEE THE CONSTRUCTION OF A BRIDGE TO THE STATE PARK AND A NEW IMAGE FOR THE HAMMOCKS.

VI. I am well aware of the fact, that some of you have given as many as four times or more to the Hammocks cause. The NCTA has contributed annually to the project. We will not be able to create this new IMAGE that has been described, unless we convince ourselves that the project is worthy, and commands the fullest measure of devotion from all teachers; and, that all of us agree again to do our very best for such a worthy undertaking. Should we do less than this, we will find ourselves embarrassed, dejected and humiliated, because of our failure to transform the most unusual gift into the most outstanding educational-recreational center in the Southland; in fact, maybe in the nation. At this time I feel, that we could rally to no greater challenge, than to complete this outstanding task.

Publication Release

ADMINISTRATION OF JUNIOR AND SENIOR HIGH SCHOOLS

By Paul E. Elicker, Washington 16, D. C.
Prentice-Hall, Inc.

Englewood Cliffs, New Jersey
300 pp. (cloth) \$7.50

An effective and practical administrator's guide and handbook for organizing, administering, and handling the everyday problems of the administrator. It suggests efficient ways of opening the school year, carrying on throughout the school year, and closing the school year. It sets up an image of the school 10-15 years from the present time. It has been written out of the extensive experience of Dr. Elicker in the secondary schools as teacher and administrator.

It is a complete coverage of administrative issues and problems, leadership, guidance and counseling, student activities, instruction, schooling, registration, supervision, legal and ethical aspects of administration, school-community relations, school plant, and personnel policies. Although geared to the professional issues of the principal, this book is most helpful to teachers and all members of the instructional staff. This book may be obtained on a trial period, from Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

FAYETTEVILLE STATE COLLEGE

FAYETTEVILLE, NORTH CAROLINA

Offers A Varied Summer Session In A Culturally Centered Community

Two-Weeks Session	June 7— June 19
Three Weeks Session	June 7— June 26
Six-Weeks Session	June 7— July 17
Nine-Weeks Session	June 7—August 7

Special Seminars And Workshops In Advanced

Far Eastern History	Science	Audiovisual Education
Liberal Arts	Elementary Education	Secondary Education
Secretarial Sciences	Driver Education	Fine Arts

FULLY ACCREDITED

For Information And Materials — Write:

D. W. Bishop
Director of Summer School
Fayetteville State College
Fayetteville, North Carolina

Classroom Teachers News

Candidates for NCACT Offices, Serving for a One Year Term

MRS. DOROTHY B. JACKSON FOR PRESIDENT-ELECT



Mrs. Dorothy B. Jackson of Wilmington, North Carolina is a graduate of Livingstone College, Salisbury, North Carolina. She earned the Masters Degree in Biological Science from New York University, New York City.

She is a recipient of Science grants through the National Science Foundation, and attended the Science Institutes at Temple University, Philadelphia, Pennsylvania, and Colgate University, Hamilton, New York.

Mrs. Jackson is active in the affairs of classroom teachers on the local, state and national levels.

She was a delegate to National Convention, NEA-DCT, 1963—Detroit, Michigan, 1964—Seattle, Washington and attended the National Classroom Teachers Conferences at Indiana State University, Muncie, Indiana, and Western Washington State Teachers College, Bellingham, Washington.

She is presently serving as District Director—Coastal Plain District, NCACT.

Active in civic, educational, religious and social affairs.

A member of St. Stephen A.M.E. Church, Wilmington, North Carolina.

A member of Alpha Kappa Alpha Sorority.

She has over twenty years experience as a public school teacher. Presently a teacher of Biology and Earth Science at the D. C. Virgo Jr. High School, Wilmington, North Carolina.

MRS. EVA MERRITT PRATT FOR PRESIDENT-ELECT

Mrs. Eva Merritt Pratt is a graduate of Hillside High School, Durham, North Carolina and of Shaw University, Raleigh, North Carolina. She received her M.A. Degree from New York University, and she has done additional study at the University of Pennsylvania and the University of North Carolina, Chapel Hill, North Carolina.

Her teaching experiences have been at the William Penn High School, High Point, North Carolina, Junior High School, Hillsboro, North Carolina and is presently teaching at the East End School, Durham, North Carolina.

Her professional services include:

Secretary and President for the NCTA local Unit, Orange County.

Secretary, Vice-President and President of the NCACT Local Unit, Durham, N. C.

District Director of the East Piedmont District, NCACT Secretary for NCACT District and now serving as District Vice-President, NCTA.



She is a member of the North Carolina Teachers Association, a Life Member of the National Education Association. She is also a member of the Phi Delta Kappa National Sorority. Mrs. Pratt has attended a number of local, district, state and national Conferences and Conventions.

She is a member of the First Calvary Baptist Church, Durham, North Carolina. Presently, she is serving as Business Secretary of the National Baptist Convention of the U.S.A., Inc.

MRS. CATHER M. BROADNAX FOR VICE-PRESIDENT



Mrs. Cather M. Broadnax received her Elementary and High School training at Palmer Memorial Institute and Sedalia High School, Sedalia, North Carolina.

She earned her B.S. degree from Winston-Salem State College, Winston-Salem, North Carolina and her M.A. degree from A and T College, Greensboro, North Carolina. At the present time she is a teacher in the E. J. Hayes High School, Williamston, North Carolina, and she is a member of the Martin County Teachers Association, North

Carolina Teachers Association, National Education Association and American Teachers Association.

On the local level she is Secretary for the Martin County Classroom Teachers Unit and also Secretary for the Northeastern District. She is a member of the Resolutions Committee of the Northeastern District of the North Carolina Association of Classroom Teachers and she has served as Secretary for the E. J. Hayes School PTA for four years.

For civic organization, she is vice-president of the S. P. M. Club and has served as Corresponding Secretary in this Club.

She is a member of the McLeansville Baptist Church and a member of the Five Point Chapter No. 510—O. E. S.

Mrs. Broadnax is married to Richard A. Broadnax and they are the parents of a teenage son, "Ricky".

MRS. BERTHA J. ECHOLS FOR VICE-PRESIDENT

Mrs. Bertha J. Echols, a graduate of Bennett College, Greensboro, North Carolina has been a teacher in Chatham County for twenty years. She has done further study at North Carolina College at Durham. She has served as secretary of the Chatham County Teachers Association, and she is now president of the Association of Classroom Teachers of Chatham County, a position she has held for five years. She attended the NEA Convention in Detroit and the National Classroom Teachers Conference in Indiana.



MRS. JUANITA F. BARNETTE

FOR SECRETARY



Mrs. Barnette is an experienced educator. For the past twelve years she has been a faculty member of the Carver High School, Pinetops, North Carolina. She is a graduate of Johnson C. Smith University, Charlotte, North Carolina and completed her post graduate work at Columbia University, New York and Albright College, Reading, Pennsylvania.

Her professional services include: Director of the Northeastern District of the North Carolina Association of Classroom Teachers, active membership in the Edgecombe County Teachers Association. Mrs. Barnette has attended three NEA Conventions and three DCT Regional Conferences.

She is a member of the North Carolina Teachers Association, a Life Member of the National Education Association and of the American Teachers Association. She is currently serving as Vice-President of the NCACT, having been elected in June, 1963.

In her community, Mrs. Barnette is chairman of the Edgecombe County Education Division of the United Fund, has served as President of the Mary B. Talbert Federated Club, is leader of the Girl Scouts, and works with the 4-H Club, and YWCA.

She is a member and elder of the Mt. Pisgah Presbyterian Church. Presently, she is serving as president of the Catawba Synodical, Superintendent of the Sunday School, and financial secretary and chairman of the Christian Education Committee.

MRS. JUANITA M. CORBIN

FOR ASSISTANT SECRETARY

Mrs. Juanita M. Corbin received her secondary and first year college training at Palmer Memorial Institute. She did three years of undergraduate work at West Virginia College. She has had further training at the Agricultural and Training College in Greensboro, the University of North Carolina and Fayetteville State Teachers College in Fayetteville. She is presently teaching at Armour High School, Riegelwood, North Carolina.

She has served as local secretary of the Columbus County Unit NCTA, and president of the Columbus County Unit ACT-NCTA, and as district secretary of the Primary Department.

On the State level she has served as:

Co-chairman Credentials Committee, member NCTA-NEA Orientation Committee, Assistant Secretary, ACT-NCTA, Vice-President, NCACT, Chairman Hilda Maehling Fellowship Fund, Chairman Budget Committee, Chairman State Convention Rules Committee and a member of Resolutions Committee. In June 1963, she started serving as President of the NCACT and has served for two years.

Mrs. Corbin has attended many district and state workshops, state conventions, NEA Conventions, Southeast Re-



gional Conferences, American Association of School Administrators meetings, Southern Membership Conferences, School Accounting meetings for local, state regional and national, Department of Health, Education and Welfare, and many Resolutions Committee meetings in Washington, D. C.

On the National level she is a member of the NEA-DCT Advisory Council, and a member of the Resolutions Committee.

For Civic organizations, she is a member of and past president of the Links Inc. of Wilmington, N. C. She also served as corresponding secretary. She has served as Vice-President of the Jack and Jill of America, Wilmington, N. C., and President of the Owietes Club, Whiteville, North Carolina.

She is a member of the St. Elizabeth's Catholic Church, Delco, North Carolina and serves as Secretary-Treasurer—Special Fund.

Juanita is married to E. H. ("Spike") Corbin. They have one daughter.

MISS MAXINE L. ORMOND

FOR ASSISTANT SECRETARY

Miss Maxine L. Ormond, a native of Salisbury, North Carolina, is a graduate of Price High School. She received the B.S. Degree at Livingstone College and the Masters Degree in Business Education at Columbia University in New York.

Professional experience — Since 1953 Miss Ormond has taught business subjects. Her first position was a North Warren High School, Wise, North Carolina. However, for the past six years she has been a faculty member of Highland Junior-Senior High School, Gastonia, North Carolina. She is also a faculty member and bookkeeper-treasurer of the Highland Evening Adult School.

Professional services rendered by her are numerous. She served as secretary of the Warren County Teachers Association for 4 years during the time of her employment in that county. Presently she is secretary of the Gastonia Unit of Classroom Teachers and also secretary of the Gastonia Unit of the North Carolina Teachers Association, a position she has held for three years. In 1960-61 Miss Ormond served as chairman of the Business Education Section of the Southwestern District. She has served as a member of the NCTA Elections Committee for the Southwestern District for two years. PTA Secretary has also been a position in which she has rendered much service.

Organizational affiliations include membership in the National Education Association, the North Carolina Teachers Association, American Teachers Association, Ninth District Parents-Teachers Association, and National Business Education Association.

Miss Ormond has attended and participated in many NCTA and CTA District and State Meetings and Leadership Conferences.

Her social and religious affiliations include membership in the Zeta Phi Beta Sorority, and Moore's Chapel AME Zion Church of Salisbury, North Carolina.

22nd Classroom Teachers Conference

Thelma Davis, president of the NEA Department of Classroom Teachers, announces that the twenty-second annual Classroom Teachers National Conference will be held at the University of Connecticut, Storrs, Connecticut, July 4-16, 1965. The conference will be sponsored jointly by the NEA-DCT and the University, with Dr. Henry C. Tenney, Associate Professor of Education, and Thelma Davis, and Margaret Stevenson, president and executive secretary, respectively, of the Department, acting as directors.

The University is both a state university and a land grant college, with a campus of 1600 acres located in one of the more rural areas of Connecticut, about 25 miles east of Hartford and 125 miles east of New York City.

The two-week conference program forms a lecture-discussion pattern consisting of general sessions and small group discussions. The focus will be on "Education and Society in Transition." The program divides itself into two major categories: (a) historical and educational development of New England; and (b) current professional problems and issues and new developments for meeting the educational needs of a changing society. Included will be presentations on "New England—Then and Now," "The Little Red Schoolhouse to Automation," "New England Writes Too," "Educational Frustrations," "Re-urbanization Holds Hope," and discussions of issues facing the organized teaching profession.

One of the highlights of the conference will be an all-day trip which will feature a visit to the Mystic Seaport, a replica of Connecticut's maritime villages of the 1800's. The day's itinerary will also include some of the following: the United

States Naval Submarine Base at New London, the Electric Boat Division of General Dynamics, the Charles Pfizer Company (manufacturer of medicinal products), and the atomic energy plant being constructed by the Connecticut Light and Power Company. Arrangements are being made for tours to the historic Boston area, Salem and the House of Seven Gables, the Plymouth Colony, Sturbridge Village—an early 19th century Yankee village brought to life—and many other points of interest in Connecticut. Admirers of Shakespeare may enjoy a visit to Stratford (Conn.) where the atmosphere of medieval England has invaded that of colonial America. Every summer the American Shakespeare Festival presents a repertoire of plays in a reproduction of the famous Globe Theatre in London.

Credit—All conferees will receive a certificate signed by Homer D. Babbidge, Jr., President of the University, Thelma Davis, and Margaret Stevenson. Many boards of education ac-

cept this certificate as evidence of inservice growth, and many teachers have used it to receive credit to meet local requirements of inservice growth or to maintain a position on a salary schedule. This certificate is included in the regular conference fee.

Those who wish to earn a graduate or undergraduate credit may enroll for 2 semester hours of credit certified by the college. A fee of \$40 will be charged for these 2 credits.

Registration and Fee—The cost of room, board and incidentals is \$100. This cost includes a \$15 preregistration fee which is payable to the Department of Classroom Teachers in advance of the conference. The balance is due at the time of registration on campus.

Registration will be limited to 350 and applications will be accepted in the order received. Those interested in the conference may secure registration blanks by writing to the Department of Classroom Teachers, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

WELCOME N. C. T. A. MEMBERS AND FRIENDS

Webster and Hicks

Grade "A"

PARKWAY GRILL

Corner East Edenton and Idlewild Avenue
(One Block North of New Bern Avenue)

—NEAR ST. AUGUSTINE'S COLLEGE—

HOME COOKED FOODS

Specializing in

STEAKS & SEAFOOD DINNERS

CHICKEN - IN - THE - BASKET
VARIETY OF SANDWICHES — PIES
SOFT DRINKS — ICE CREAM

Open 7:00 A.M. Until

Phone 832-9280



PLATFORM WORKSHOP PARTICIPANTS — Seated on the platform at the opening session of the workshop on "Professional Ethics" are left to right: The Reverend T. A. Powell, Charles E. Hopper, Elliott B. Palmer, executive secretary of the North Carolina Teachers Association; Mrs. Lois B. Pass, president, NCACT, Cleveland County Unit; Mrs. Edna Richards, executive secretary, North Carolina Teachers Association, Department of Classroom Teachers; J. R. Henry, president, NCTA, Cleveland County Unit; and Mrs. Margaret Wilson, president-elect, North Carolina Teachers Association, Department of Classroom Teachers. Standing: Mrs. Lillie B. Gibson, workshop chairman, and vice-president, NCACT, Cleveland County Unit.

Also present, but not in picture was Joseph C. Duncan, workshop director.

"Professional Ethics" NCACT, Cleveland Co.

A team of educators, who are officers and staff members of the North Carolina Teachers Association, and the American Teachers Association were in Shelby, North Carolina on Tuesday, January 26, 1965 to serve as consultants for a workshop on "Professional Ethics" sponsored by the North Carolina Association of Classroom Teachers, NCTA, Cleveland County Unit, Shelby.

The workshop at this time had been pre-arranged by Mrs. Edna Richards, executive secretary of the North Carolina Association of Classroom Teachers NCTA.

Joseph C. Duncan, state director of the American Teachers Association, and an elementary principal in the city of Yanceyville, served as director and keynote speaker at the opening session. He spoke on the "Four Commitments embodied in the Code of Ethics for the Teaching Profession", adopted at the annual meeting of the National Education Association, held in Detroit, in June, 1963. These involved a commitment to the stu-

dent, community, the profession and to professional employment practices.

Mr. Duncan urged teachers to deal justly with all students entrusted in their care, to treat all children alike, and to teach them in such a manner that will enable them to speak for themselves.

"As teachers we must realize that the public has a right and it is the community's responsibility to share in the policy making for the schools in which we teach. "Failure to keep the public informed, oft times leads to friction."

"In the area of a teacher's commitment to the profession, Mr. Duncan urged his listeners to refrain from "malicious gossip" which often leads to teacher dismissal." It is your duty also to support your co-workers when unjustly accused or mistreated until it is proven that they are either guilty or innocent.

"Your Policies and Practices" issued by your superintendent and school boards at the beginning of a school term, are a major part of your contract, to be

strictly adhered to as long as you remain in the school systems of North Carolina.

Elliott B. Palmer, executive secretary of the North Carolina Teachers Association spoke briefly on the Hammocks Beach Project at Swansboro; the North Carolina Teachers Credit Union which services are available to all teachers in the state; and desegregation of local and state affiliates, of the National Education Association.

Mrs. Edna Richards, executive secretary of the North Carolina Association of Classroom Teachers NCTA informed teachers on services available from the state and National Education Associations and further advised teachers to support their professional local, state and national organizations. Remember, you are protected in your rights when you are members she added.

Lively buzz sessions were evident, and discussions were held on actual cases which originated on local, and state levels. More than 150 of the 180 or more teachers of Shelby, Kings Mountain, and the Cleveland

(Continued on page 29)

GUEST ARTICLES

WHAT IS YOUR INVESTMENT I. Q.?

by Rudolph Jones, President
Fayetteville State College
Fayetteville, North Carolina

It would be interesting to have accurate statistics on the amount and types of investment securities owned by the members of the North Carolina Teachers Association. We use electricity in our homes daily for light, for heat, for cooking, for refrigeration and for various other purposes, but how many of us own shares in the Virginia Electric Power Company, the Carolina Power and Light Company or the Duke Power Company? We could have earned sizable profits had we owned shares of common stock in these companies over the past ten, fifteen or twenty years. We purchase and drive many automobiles that are the products of Chrysler, Ford, and General Motors, but how many of us own shares in these concerns? We purchase hundreds of gallons of gas from Esso, Texaco, Sinclair, Shell, etc., but do we purchase any stock in these companies?

This same question could be asked about endless other products and services including food, drugs, furniture, insurance, publishing companies, etc. Why do not more teachers and principals invest in this way? Is it because we do not know enough about such investments or that we do not have the money?

It appears that we have missed a wonderful opportunity to prevent our dollars from being absorbed by inflation. Many of us have missed a great opportunity to retire in comfort and even luxury at the end of our working years.

The chances are that most of

our investments consist of savings accounts in building and loan associations, savings accounts in banks, government bonds and rental houses. I am not trying to give the impression that these are not good investments and certainly everyone should perhaps have some if not all of these.

If one picks the right common stocks, however, his rate of profit will be many, many times that received in the above investments. Did you know, for instance, that \$1000 invested in common stock in the Franklin Life Insurance Company in 1951 would be worth over \$50,000? The same \$1000 invested in the United States Life Insurance Company would be worth over \$45,000 today. These are unusual cases, of course, but there are hundreds of other companies in which the appreciation has been tremendous.

Did you know that in June, 1962, General Motors was selling for \$35.00 per share and today the price is \$97.00? Had you borrowed \$3,500 and bought 100 shares in the summer of 1962, today, just two and one-half years later you could sell these shares for \$9,700.

What does all this mean? Do not think I am advising you to take your \$1000 or \$5000 nest egg and run out and buy it up in the stock of your favorite company. Buying any stock is a gamble and no person should invest unless he is in a position to do without the money invested for a long period of time even in case of emergencies.

What I am suggesting and suggesting very strongly is that we learn more about these types of investments, and that we consider them seriously in the future. I am suggesting that we put forth more effort to learn the facts about such invest-

ments. Every teacher should know what the Dow Jones averages mean. We need to devote some of our local association meetings to study and discussion of investment securities. Any banker or representative from a Stock Broker firm will be glad to lead such a discussion and answer questions for you. Why not take time at some of your club meetings or the meetings of any organization to which you belong and have such a discussion. It may be worth hundreds of thousands of dollars to you.

EXTENDING HOME ECONOMICS INTO OUTER SPACE

by Doris N. Ragland

The writer believes, as a home economist, that home economics can be serviceable in Outer Space as well as the home economist.

As a reader of current literature, one is often reading about the problems of the teenager. Because of his many problems, he is sometimes referred to a psychologist for counseling. In some small communities, he is told to stay in school, enroll in mathematics or Algebra and he can figure his way to the solution of many everyday problems. In other areas, he is advised to enroll in science courses because there he will find the scientific solution to many of his everyday problems. Home economics is the last suggestion but the nearest to the heart of the problem.

Home economics covers the study of real life problems. For example, getting along with friends and getting along with family members is stressed in family relationships. Concern

for the comfort of family members while convalescing is stressed in home nursing.

The care for children from birth through adolescence is taught in child care. The home economist is expected to bring new information in technological advancement to the consumer.

The useful functions of home economics and its impact made on the lives of all people reinforces the need for the home economist to join the race for space, to serve space travelers, to help them maintain good health and continue to do research in the needs of the astronauts.

The need for the proper food has been considered with our past astronauts and also the need for the proper clothing. But, how much attention has been given to the family unit?

Man needs a companion in life as he is acquainted with it. The writer does not wish to sit and wait for the last flight into outer space. However, there are many limitations. There is the sex limitation, the majority of the home economists in America are women, and it is thought, to train women for space projects would slow down the race for outer space. Yet, women have the right and are contributors to the welfare of the nation.

The value of home economics is not clear to many, many people, and still the need is so apparent.

Major L. Gordon Cooper knew he had the support of our late President, John F. Kennedy, and the good will of our American population during his Orbital Flight. But, one can imagine that nothing was as comforting as knowing that Major L. Gordon Cooper had the support of his wife, a home economist.

If the home economist is allowed to join the race for space, youngsters will realize that

home economists has an important contribution to make in the struggle for survival in outer space.

A laboratory for home economics should be set up along with other space stations for experiments. There may not be a total family unit into space for sometime. However, the need to plan now for this new focus into space living is important. It should not be overlooked that all astronauts come from families.

FALL CONFERENCE STUDENT, NEA-NCTA

by Betty Smith, Secretary
J. W. Hood Chapter, S.N.E.A.
Saint Augustine's College
Raleigh, North Carolina

On Sunday, November 15, 1964, the fall conference of the Student National Education Association, NCTA, met at the Agricultural and Technical College, Greensboro, North Carolina with Mrs. Lorena M. Marrow, State Consultant presiding.

The speaker for the day was Miss M. P. Porter, Assistant Professor of English, A. & T. College. Her subject was "Some Tangible and Intangible Dividends in Education." Miss Porter emphasized the importance of both tangible and intangible dividends in education. However, she felt that the intangible ones — those that can not be seen such as informal contact with teachers and personal contact with colleagues were more important; whereas, the tangible ones are those which can be seen and experienced, an example of which is salary. Miss Porter further emphasized the fact that one of the basic purposes of education is to blot out illiteracy. She reminded the students to view the National Teachers Examination as a measuring device instead of as a step further toward graduation.

Following the address the group proceeded to the various workshop sessions. There were three such sessions.

In the business session, officers were elected for the 1965 term. They are as follows:

Miss Judy Wilkins-President-Elect-Fayetteville College

Mr. Joe Lynch-First Vice-President-Fayetteville College

Miss Nancinia Dulin-Second Vice-President-Shaw University

Mr. Charles Triggs-Third Vice-President-North Carolina College

Miss Dorothy Sherrod-Recording Secretary-A. & T. College

Miss Marlene White-Corresponding Secretary-North Carolina College

Mr. Isaac Burnett-Chaplain-A. & T. College

Miss Betty Smith-Parliamentarian-St. Augustine's College

Miss Dorothy Sheridan, a senior at St. Augustine's College was elected to serve as first vice-president for 1964, an unexpired term which was held by Miss Linda Wilson who had been unable to fulfill her duties as first vice-president.

It was decided that the winter conference would be held at Fayetteville State College.

*Emma Jane
Dress Shop*

AND CHARM SCHOOL

Individuality A Specialty

116 E. Hargett Street

RALEIGH, N. C.

Telephone 834-5698

Continuous Study of the Educational Project

by Minnie T. Forte

The primary purpose of evaluation is to promote growth. It is a process for guiding action, not merely passing judgment. Involved in the continuous process of evaluation is periodic collection of data as a means of determining progress. The best measure of an individual's success in learning is his ability to apply what he has learned to real life situations. For example, we choose a particular physician, not because of the marks he received in medical school, but because we feel that since he has helped others he can help us. Likewise, teachers are not evaluated in terms of the grades or marks they received while preparing for their profession. The teachers is evaluated according to his professional attitudes and his ability to perform effectively in the classroom.

This study represents the second appraisal of the educational product of a teacher education department. The first was concerned with ninety-two beginning teachers who were 1961 graduates of Fayetteville State College.¹ The present study is concerned with fifty 1963 graduates of Shaw University who are teaching in the school systems of Georgia, Maryland, New York, North Carolina, Pennsylvania, and Virginia. Of this number, sixty percent are in North Carolina, thirty percent are in Virginia, four percent in Maryland, four percent in New York, and two percent in Georgia.

The following letter was sent to forty-two boards of education:

Dear Sir:

We, at Shaw University, are

¹ Minnie T. Forte, "Studying the Educational Product," *Teachers Record*, Raleigh, North Carolina Teachers Association, January, 1963.

Dr. Forte is an associate professor of education at Shaw University, Raleigh, North Carolina.

concerned with the improvement of our teacher education program which is contingent upon your help. Will you kindly fill out the enclosed "Evaluation" form regarding our 1963 graduate?

The respondent rated items 1, 2, 3, and 4 very good, good, satisfactory, questionable, or unsatisfactory. Items 5, 6, 7, and 8 were concerned with the grade taught, the outstanding strengths, outstanding weaknesses, and a brief evaluation of the teacher's performance. The evaluative questionnaire contained these items:

1. Personal Qualifications which included enthusiasm, accuracy, poise, personal appearance, integrity, initiative, sense of humor, and voice. 2. Social and Professional Equipment, which included intelligence manifestation, cooperation, breadth of information, leadership, understanding of children, professional interest and growth, and use of English. 3. Teaching Skills which included ability to plan, use of instructional resources, use of procedure, attention to individual needs, mastery of routine, ability to discipline, and skill in developing habits, attitudes, and appreciation. 4. Possibilities of Future Growth. 5. Grade Taught—Subjects Taught. 6. What do you

consider to be the teacher's outstanding weaknesses? 7. What do you consider to be the teacher's outstanding strengths? 8. Give a brief evaluation of the teachers performance. (a) How were you impressed? (b) What is his probable chance for success in the teaching profession? (c) What recommendations would you make concerning the teacher education program? The results of the data collected are shown in TABLE 1 below.

Of the fifty beginning teachers, twenty-two or forty percent are in the elementary school and thirty-eight or fifty-six percent are in the high school. Most of the beginning teachers received ratings of very good or good in the area of personal qualifications, social and professional equipment, teaching skills, and possibilities for future growth. In the area of personal qualifications, the rating of questionable was given to four teachers in terms of enthusiasm, six in accuracy, three in poise, three in personal appearance, three in integrity, three in initiative, three in sense of humor and three in voice. In the area of social and professional equipment, the following numbers received the rank of questionable: three in cooperation, one in breadth of

TABLE 1. Evaluation of Fifty Beginning Teachers

ITEMS					
	Very Good	Good	Satisfactory	Questionable	Unsatisfactory
1. Personal Qualifications					
Enthusiasm	20	20	6	4	0
Accuracy	14	18	12	6	0
Poise	5	36	6	3	0
Personal Appearance	8	33	6	3	0
Integrity	7	37	3	3	0
Initiative	10	15	20	5	0
Sense of Humor	6	35	6	3	0
Voice	5	36	9	0	0
2. Social and Professional Equipment					
Intelligence: Manifestation	11	30	9	0	0
Cooperation	30	11	6	3	0
Breadth of Information	26	11	12	1	0
Leadership	21	11	15	3	0
Understanding of Children	26	15	6	3	0
Professional Interest and Growth	27	11	9	3	0
Use of English	22	9	12	7	0
3. Teaching Skills					
Ability to Plan	8	24	12	6	0
Use of Instructional Resource	4	24	19	3	0
Use of Procedure	8	18	20	4	0
Attention to Individual Needs	0	39	16	5	0
Mastery of Routine	4	24	17	5	0
Ability to Discipline	8	26	8	4	4
Skill in Developing Habits.					
Attitudes, Appreciation	4	29	12	0	5
4. Possibilities of Future Growth	28	17	2	3	0

leadership, three in understanding of children, three in professional interest and growth, and seven in the use of English. In terms of teaching skills, a rank of questionable was given as follows: six in ability to plan, three in use of instructional resources, four in use of procedure, five in attention to individual needs, five in mastery of

routine, four in ability to discipline, and three in possibilities of future growth. Only twelve teachers received an unsatisfactory rank and they included three in use of English, four in ability to discipline, and five in skill in developing habits, attitudes, and appreciation.

The foregoing comments in this study may help to clarify the role of the teacher education

program. The rank of questionable or unsatisfactory assigned to even one beginning teacher points up specifically some of the short-comings of the teacher education program and some implications for improvement.

It is not sufficient that these data answer the question of usefulness of the curriculum as a teaching tool and as a predictor of learning, these data must be used to help improve the teacher education program. Richey² commented that many directors of student teachers realize that follow-up assistance, to beginning teachers especially, is an important part of their programs. Obviously, a teacher's education is not completed upon receiving a certificate. A very large number of institutions automatically secure reports from employing officials on their graduates during the first year of teaching. These reports help an institution to locate graduates urgently in need of assistance, evaluate the effectiveness of its teacher education program, and secure data that may be used in recommending people for better positions.

² Robery Richey, *Planning for Teaching*, New York, McGraw-Hill Book Company, 1958, p. 132.

BENNETT COLLEGE

A Distinctive College For Women

GREENSBORO, N. C.

A Liberal Arts College

Awarding the degrees of
Bachelor of Arts and
Bachelor of Science.

Class "A" Accreditation

Full member of the Southern
Association of Colleges and
Schools.

A Christian College stressing high standards of character, morality and scholarship.

An International College admitting students of all races, creeds, and cultures.

Stressing continuing education in outstanding graduate schools, with emphasis on preparation for the professions of medicine, dentistry and law; for college teaching and teaching in foreign countries.

For Additional Information, Write:

Director of Admissions, Bennett College, Greensboro, N. C.

Opening Date for Fall Semester, September 15, 1965

PROFESSIONAL ETHICS

(Continued from page 25)

County school systems, took part in these discussions, with Mrs. Madeline Wilson, Mrs. Mattie Edwards, Mrs. Jennie McDougale, and Mrs. Martha H. London serving as discussion leaders.

Recorders for the four sections were Mesdames Margaret Powell, Hilda Wilson, S. Childers, Carole Matthews and Mr. Lester Johnson.

Mesdames Jessie G. Costner and Mary W. Pagan, Messrs. John Winston and Max Howell served as observers for the workshop and made a written evaluation to serve as a guide for similar meetings.

At the final session reports

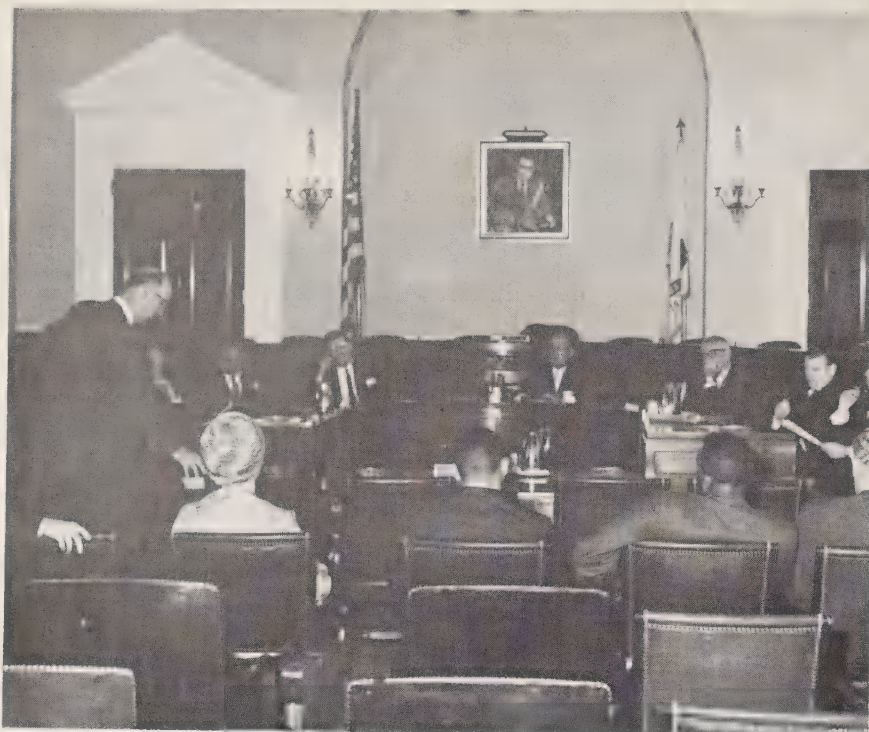
from various sections were presented, time was given for questions and answers, and the summary was given by Joseph C. Duncan, consultant, and director.

In closing, Mr. Duncan urged the local association of Classroom Teachers, to appoint a committee on, "Professional Rights and Responsibilities". The committee's main duties would be to defend members of the teaching profession, schools, and the cause of education against unjust attacks; and to appoint a sub-committee on "Professional Ethics."

Other participants on the program were Mesdames Lillie B. Gibson, workshop chairman, and vice-president of the North

Carolina Association of Classroom Teachers, Cleveland County Unit; Lois B. Pass, president, NCACT, Cleveland County Unit; and C. A. Allison, NCACT, Cleveland County Unit; the Reverend T. A. Powell, Charles E. Hopper, Mrs. Elizabeth Baker, pianist, and the Reverend M. L. Campbell.

Members of the over-all planning committee other than the officers mentioned above were Mrs. Flossie Lipscomb, Miss Lula Walls, Mrs. Elaine Mull, Miss E. A. Bridges, Mrs. Mary L. Gleaves and J. R. Henry. Mrs. M. K. Pass served as hostess for consultants at her home and the host school was Cleveland, with James D. Hoskins as principal.



AID TO EDUCATION BILL DISCUSSED — These are some of the Tar Heel Educators who were in Washington, D. C. and discussed the aid-to-education bill, Monday, March 1. Left to right, standing: Dr. A. C. Dawson, executive secretary, NCEA. Seated: Congressman Horace R. Kornegay, Greensboro; David N. Henderson, Burgaw; Basil L. Whitener, Gastonia; Congressman Harold D. Cooley, Charles Raper Jones, Lincolnton; Alton Lennon, Wilmington; James T. Broyhill, Lenoir.

Backs of heads, left to right: Miss Male Sanders, president, NCEA, Wilmington; Elliott B. Palmer, executive secretary, NCTA, Raleigh; Dr. F. G. Shipman, dean, department of education, North Carolina College at Durham and Chairman of the Legislative Committee, NCTA, and Paul Tyndall, superintendent, Onslow County Schools.

Educators Meet With President

On February 29, two hundred and fifty educators were on Capitol Hill to buttonhole Congressmen about President Johnson's aid-to-education bill. By 3:30 p.m. favorable reports were received regarding the passage of the bill.

At 5:30 p.m. the two hundred and fifty delegates met in the East Room of the White House where President Johnson explained the need for this legislation and asked for the help of the educators throughout the nation. He completed his prepared speech in about twenty minutes and then spent twenty-five minutes in a relaxed, enthusiastic, and forceful presentation concerning his ideas on education.

Professional school people throughout North Carolina should immediately contact members of the North Carolina Senate and members of State and Federal Affairs on the Senate Committee to give strong support to this proposal which would grant to professional people legal recognition of their rights in employee-employer relationships under the law. HR 2362 is expected out of rules committee for house vote during the week of March 22. We need to build a steady flow of air mail letters and telegrams to house members from education leaders. Official statements on behalf of your association and other organizations are needed. Communications should be timed for steady flow with top volume during the week of March 22. The situation is encouraging, but members of Congress need support communications now.

Agricultural and Technical College of North Carolina

GREENSBORO, NORTH CAROLINA

FALL TERM BEGINS SEPTEMBER 13, 1965

(Three Session)

Ten Weeks

Six Weeks

Four Weeks

June 14—August 20

June 14—July 23

July 26—August 20

Graduate Programs for the masters degree or certificate renewal and Workshops of three weeks in duration.

Undergraduate Programs — Courses from which to choose for classification adjustment and leading to the bachelor degree.

Freshman Program — For the college bound high school graduate desiring to get an early start in college in first semester college work, and for removal of college entrance deficiencies.

And a wide variety of Workshops, Institutes and Conferences.

Address Inquiries to: Director of Admissions
A. & T. College
Greensboro, North Carolina

Certificate Renewal Credit For Approved Travel

The North Carolina State Board of Education has adopted certificate renewal policies that permit approved travel by teachers to be used as part of the credit required for second and subsequent renewals of certificates, Class A and higher, subject to the following regulations and interpretations.

I. Regulations governing travel credit.

A. A maximum of two units of travel credit may be applied during a renewal period of five years.

B. Travel covering a minimum distance of approximately 3,000 miles, including a variety of places and experiences and extending over a period of about four consecutive weeks, is required for two units.

C. The travel must be educational and designed to broaden the teacher's resources for teaching children.

D. The trip must be planned *in advance* by the teacher and the employing superintendent or his designee and approved at least one month *in advance* by the State Department of Public Instruction.

E. Upon completion of the travel, the teacher must submit a report to his superintendent, who in turn will send it to the State Department of Public Instruction. The report must not be merely a travelogue, but must also be written to indicate educational value to him as a teacher.

II. Interpretation and clarification of the regulations

A. A foreign tour or extensive travel in other sections of the United States is preferred for travel credit.

B. An academic year of teaching in a foreign country on an exchange or appointment basis will be recognized for travel credit.

C. Travel credit is recognized on the basis of two units. It is not possible to earn one unit of travel credit.

D. A trip to visit relatives, to attend a professional meeting, or to attend the World's Fair or similar type event will not suffice to meet the travel requirements. Although some of these events could be included in an approved trip, the trip must have much broader and more definite educational objectives.

E. Approval to participate in a certain travel tour is granted to an individual and not to any travel agency.

F. Travel agencies are not given tour approval by the State Department of Public Instruction and no agency has permission to carry advertisements to this effect in any publication.

G. A foreign tour must involve a minimum of 20 days of organized and planned educational experiences in foreign countries. This must be exclusive of any time consumed in traveling to and from the foreign land(s).

H. A trip or tour within the United States must involve a minimum of 28 days of organized and planned educational experiences. Incidental experiences for the purpose of completing an organized trip of less than 28 days will not be recognized.

I. Each trip must be justified

in terms of educational benefits which the individual teacher will receive to broaden his teaching competence. It is possible that a given organized tour would be approved for one teacher but not for another.

J. Evaluation of a proposed travel tour is based not only on the number of cities or places on the itinerary, but also on the leadership and organizational plans for the tour. Complete information about any organization or agency sponsoring a tour must be sent with a request for approval. It is suggested that an itinerary and descriptive brochures or bulletins be attached to the request.

K. If a teacher plans a trip which will not be a part of an organized tour conducted by a responsible organization or agency, the teacher must submit an itinerary which gives a day-by-day accounting of all educational experiences.

L. Proposed travel must be completed after July 1, 1965, and before September 1, 1970, in order for the credit to be applicable to a 1970 renewal. For later renewals, travel credit must be earned prior to September 1 of the year of expiration of a certificate.

M. Official travel forms should be requested by the local superintendent from the Division of Professional Services and distributed to teachers upon request.

N. The request for approval must be completed in advance of the trip by the teacher on forms provided

by the Division of Professional Services. The superintendent or his designee must approve, sign, and transmit the request to the Division of Professional Services at least one month prior to proposed travel.

- O. At the conclusion of a trip a Verification of Travel must be completed by the teacher on forms provided by the Division of Professional Services. The Superintendent or his designee must approve, sign, and transmit the verification to the Division of Professional Services.
- P. Travel credit cannot be used for the first certificate renewal. Application of travel credit is limited to second and subsequent renewals and applies only to Class A certificates and above.

Social Security

A new booklet, "Answers to a Woman's Questions About Social Security," is now available at the Raleigh social security district office, John Ingle, social security district manager, announced.

Written from the woman's point of view, the booklet may however find wide readership among the male population, as well. For it provides answers to questions such as: "Can a working woman collect both her own retirement benefit and also a full wife's benefit?" "If the husband of a working woman dies, can she be paid anything based on his work under social security?"; and "Under what conditions can the husband of a working woman be paid benefits?"

It also points out that children of a working woman can be paid monthly benefits at her death, even if they continue living with their father, and even if he is working.

The social security protection



A MEETING WITH LBJ: On February 13, President Johnson called top NEA officials to the White House for a talk about current education legislation. The President thanked NEA for its support of his educational programs. Left to right here with the President are J. L. McCaskill, NEA assistant executive secretary for state and federal relations; William G. Carr, NEA executive secretary; Robert E. McKay, chairman of NEA's Legislative Commission, and Lois V. Edinger, NEA president.

provided nonworking wives is described in a separate series of questions and answers. There is also a section on the woman's role in the social security program as an employer of household help.

Copies of "Answers to a Woman's Questions About Social Security," may be obtained by writing or calling the social security district office, or you may stop by and pick one up. The Raleigh social security office is located at 1122 Hillsboro Street. The telephone number is 828-9031, Extension 471.

FILMS

EDUCATIONAL FILMS : ALDEN FILMS announces the 1965 rental catalogs of 16mm sound educational films, listing more than 3,000 titles produced by CORONET, MCGRAW-HILL and PTA DOWLING.

Topics covered are ARITHMETIC, ART, BIOLOGY, CHEMISTRY, EARTH SCI-

ENCE, ECONOMICS, FINE ARTS, GEOGRAPHY, GUIDANCE, HEALTH & HYGIENE, HISTORY, HOME ECONOMICS, INDUSTRIAL ARTS, MATHEMATICS, MODERN LANGUAGES, MUSIC, PHYSICS, SCIENCE, SOCIAL STUDIES, SOCIOLOGY and many others.

Grade levels range from PRIMARY to COLLEGE.

Free copies of the catalogs may be obtained by writing to ALDEN FILMS, 5113-16th Ave., Brooklyn 4, N. Y.

TEACHERS! BORROW \$50 to \$300 BY MAIL

Quick! - Easy! - Private!

Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home **BY MAIL** on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

**TEACHERS LOAN SERVICE, Dept. F
BRUNDIDGE, ALABAMA**

Name
Address
City State



ADVENTURES IN NEGRO HISTORY

Pepsi tells a story 50,000 times

The story? The dramatic history of the Negro in America, presented on a memorable long-playing record. Pepsi-Cola bottlers have already donated 50,000 copies

of the recording to schools, libraries, service and social groups in America.

Designed to further education about the Negro, this recording classic dramatically presents moments in the lives of American Negroes, from Prince Whipple, a soldier in Washington's army, to

Frederick Douglass, adviser to Lincoln, to Marian Anderson, Jackie Robinson, Joe Louis, and Dr. Ralph Bunche. A story well worth retelling.

And Pepsi is proud to make it come alive in this magnificent recording.

IF YOU WOULD LIKE "ADVENTURES OF NEGRO HISTORY" FOR YOUR OWN RECORD LIBRARY, SEND \$1.00 AND YOUR NAME AND ADDRESS

TO: Pepsi-Cola Company
P.O. Box 134
New York, N. Y. 10046



LIVINGSTONE COLLEGE

FOUNDED IN 1879

Fully-Accredited

Family-Like Atmosphere

Co-Educational

With Church Heritage

A SCHOOL OF LIBERAL ARTS AND SCIENCES

OFFERING A.B. AND B.S. DEGREES WITH

TERMINAL TRAINING IN:	PRE-PROFESSIONAL
Secretarial Vocations	TRAINING IN:
Laboratory Technology	Medicine
Teacher Training	Dentistry
Music	Pharmacy
	Law

Featuring A Balanced Co-Curricular Program
With Individual Attention To Student Needs

HOOD THEOLOGICAL SEMINARY OFFERING TRAINING
FOR CHRISTIAN VOCATIONS

SUMMER SESSION BEGINS JUNE 5 FALL TERM BEGINS SEPT. 7

FOR FURTHER INFORMATION, WRITE:

THE REGISTRAR

LIVINGSTONE COLLEGE

SALISBURY, NORTH CAROLINA

S. E. DUNCAN, President

NCTA Exhibitors

Edna C. Richards

Exhibit Manager

The exhibit, an integral part of the Convention program, is a complete display of instructional materials and supplies. It offers school administrators, classroom teachers, and other educators an opportunity to become acquainted with new and improved products.

Occupying space on the lower level of the Memorial Auditorium, more than 35 firms are exhibiting their materials. In each of the exhibit spaces there are highly trained specialists, men and women, who are expert in the particular field they represent. They are ready to share their information with you.

May I suggest that you give serious thought to this exhibit and that you include it in your Convention time schedule.

NORTH CAROLINA COLLEGE AT DURHAM

DURHAM
NORTH CAROLINA

THE 1965
SUMMER SCHOOL

THE SIX WEEKS SESSION
—June 7 - July 14

WORKSHOPS, INSTITUTES,
CLINICS FOR THE FIRST
SIX WEEKS:

Workshop in Psychiatric Nursing; Reading Clinic and Institute for Supervisors of Reading; Institute for Newer Media of Instruction; N.S.F. Institute of Teachers of Science and Mathematics; N.S.F. Summer Institutes in Microbiology for College Teachers of Biology, Microbiology or Bacteriology.

THE NINE WEEKS SESSION—June 7 - August 2

1. Undergraduate courses for entering Freshmen and Upperclassmen, leading to the Degrees of Bachelor of Arts; Bachelor of Science, Bachelor of Science in Commerce; Bachelor of Science in Home Economics; Bachelor of Science in Public Health Nursing.
2. Graduate and Professional courses leading to the Degrees of Master of Arts; Master of Science; Master of Education; Master of Library Science; and to Certification.

A highly trained faculty.

A planned cultural and recreational program.

A beautiful campus in a progressive community.

SAMUEL P. MASSIE

President

CECIL L. PATTERSON

Acting Director

For Summer School Bulletin and other information write the Acting Director, North Carolina College at Durham.

4%
INTEREST
PAID 4 TIMES A
YEAR ON SAVINGS

FINANCIAL STATEMENT

Mechanics & Farmers Bank

DECEMBER 31, 1964

OFFICERS

CLYDE DONNELL, M. D.
Chairman of the Board of Directors

J. H. WHEELER,
President

E. R. MERRICK,
Vice-President

J. E. STRICKLAND,
Senior Vice-President
Raleigh Branch

C. A. HAYWOOD,
Vice President
Raleigh Branch

J. J. SANSOM, JR.,
Vice-President-Manager
Raleigh Branch

A. E. SPEARS,
Vice-President
Charlotte Branch

I. O. FUNDERBURG,
Cashier

VIVIAN R. PATTERSON,
Assistant Cashier

DAVID L. HARRISON,
Assistant Cashier

WALTER TUCKER,
Assistant Cashier, Manager
Charlotte Branch

WALTER E. RICKS,
Trust Officer

J. C. SCARBOROUGH, JR.,
Assistant Trust Officer

DIRECTORS

CLYDE DONNELL

I. O. FUNDERBURG

N. T. GARRETT

C. A. HAYWOOD

W. J. KENNEDY, JR.

E. R. MERRICK

T. D. PARHAM

J. J. SANSOM, JR.

J. C. SCARBOROUGH, SR.

A. T. SPAULDING

C. C. SPAULDING, JR.

A. E. SPEARS

J. S. STEWART

J. E. STRICKLAND

W. J. WALKER, JR.

J. H. WHEELER

C. W. WILLIAMS

RESOURCES:

Cash in Vault and Due from Banks	\$2,312,167.94	
U. S. Government Bonds	4,555,733.10	
State and Municipal Bonds	196,337.77	\$ 7,064,238.81
Other Securities		2,794,564.25
Loans and Discounts		6,802,360.26
Banking Houses		235,085.21
Furniture and Fixtures		77,578.51
Other Assets		105,902.71
TOTAL RESOURCES		\$17,079,729.75

LIABILITIES:

Common Stock	\$466,055.00	
Surplus	380,000.00	
Undivided Profits	29,281.66	\$ 875,336.66
Reserve for Bad Debts		82,645.17
Reserve for Losses		31,500.00
Other Reserves		148,835.47
Deposits		15,941,412.45
TOTAL CAPITAL AND LIABILITIES		\$17,079,729.75

**"LARGE ENOUGH TO SERVE YOU—SMALL
ENOUGH TO KNOW YOU"**

Member Federal Deposit Insurance Corporation

RALEIGH - DURHAM - CHARLOTTE

Appointments

Elizabeth D. Koontz, president-elect of the NEA Department of Classroom Teachers, is serving as secretary of the NEA Mutual Fund, Inc. The appointment came about through the recommendation of Ewald Turner, past president of the NEA and of the Department.

Mrs. Koontz is also serving on the Governor's Commission on the Status of Women, the state counterpart of the Citizen's Advisory Council on the Status of Women appointed by President Lyndon B. Johnson.

Again Congratulations to "Libby!"

W. Burghardt Turner, a classroom teacher of Patchogue, New York, has been named director of two special NEA projects related to integration in the schools. One of the projects is being conducted by the NEA Department of Classroom Teachers; the other, by the National Commission on Teacher Education and Professional Standards. The projects are being initiated with a \$16,000 grant from the National Education Association.

Mr. Turner is a teacher of social studies and audiovisual coordinator in Patchogue Senior High School. He is on leave of absence from his teaching position to direct the projects.

Good luck to Mrs. Virginia K. Newell, associate professor of mathematics, in her campaign for a seat on the Board of Education. Mrs. Newell has made many contributions in the field of education as a lecturer, speaker and consultant.

Mrs. Newell was honored by the Omicron Chapter of the Zeta Phi Beta Sorority as Raleigh's "Woman of the Year 1962," for her outstanding civic, educational and political achievements.

A Note of Thanks

To the officers, staff and members of NCTA:

Thank you so much for your understanding expressions and special courtesies during my period of hospitalization for eye surgery.

I am especially grateful to be in the midst of such a pleasant working atmosphere, and be to a part of this organization.

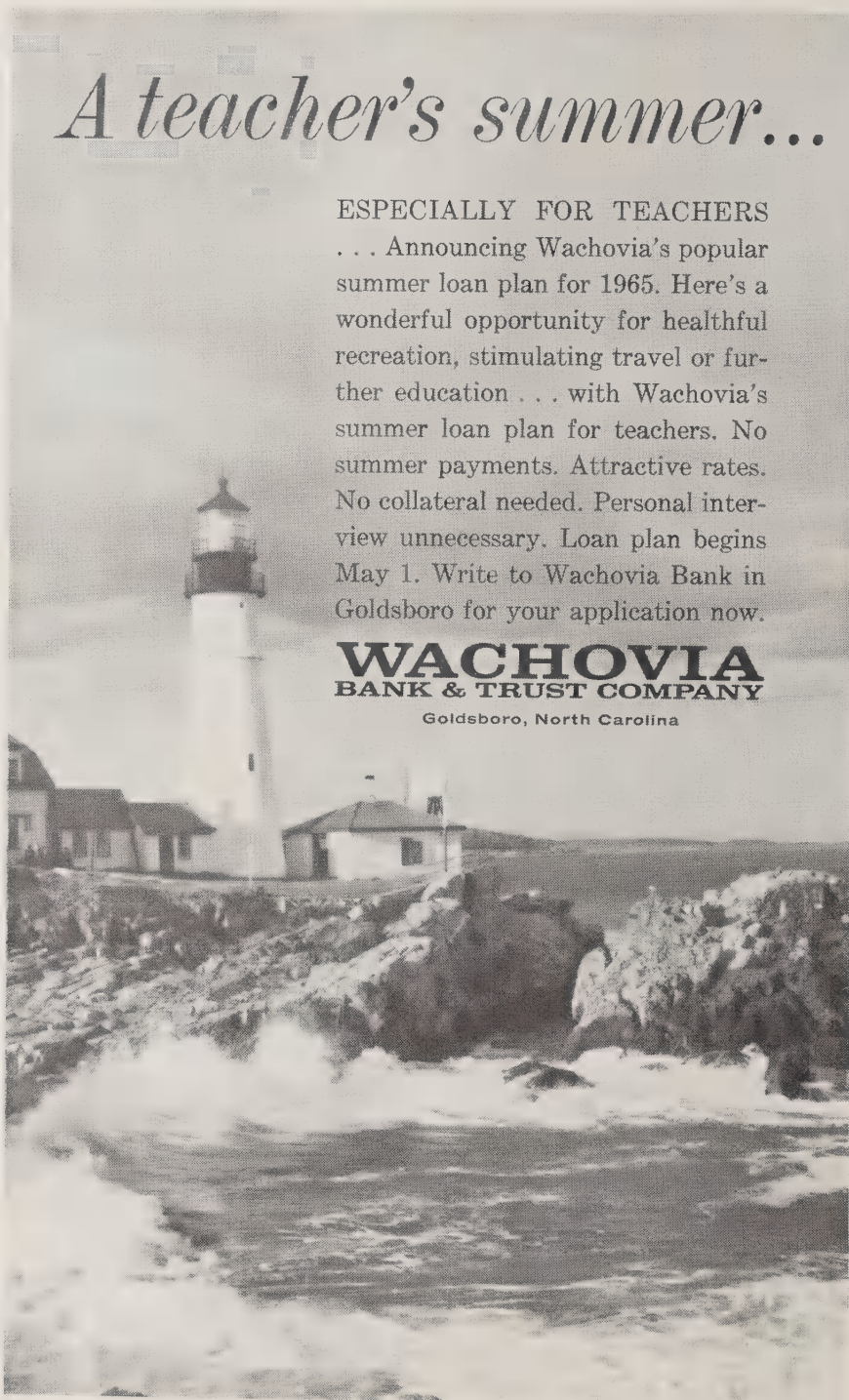
Sincerely,
Thelma M. Keck

A teacher's summer...

ESPECIALLY FOR TEACHERS
... Announcing Wachovia's popular summer loan plan for 1965. Here's a wonderful opportunity for healthful recreation, stimulating travel or further education ... with Wachovia's summer loan plan for teachers. No summer payments. Attractive rates. No collateral needed. Personal interview unnecessary. Loan plan begins May 1. Write to Wachovia Bank in Goldsboro for your application now.

WACHOVIA
BANK & TRUST COMPANY

Goldsboro, North Carolina



The NCTA Credit Union

"Your Partner In Progress, Your Friend In Need"
Last Dividend King Size 5%, Maximum Loan Rate 6%
All Shares and Loans Are Insured By Cuna Mutual

SUPPLEMENTARY APPLICATION FOR LOAN

Date _____

Name _____ Spouse _____

Mailing Address _____ Home Address _____

How long have you lived at this address? _____ Teaching Position _____

Last Previous Employment _____

Present Teaching Location _____ School Name _____

How long in this position? _____ How long in Teaching Profession? _____

Superintendent _____

Office Address _____

Principal _____

School Address _____

Home Address _____

Principal's Telephone Number _____ Your Telephone Number _____

Do you own or are you buying your home? _____ An Automobile? _____

Any other indebtedness? State Fully _____

(Check One) Are you married? _____ Single? _____ Divorced? _____

Give three active business credit references; one must be your bank reference. List Location.

1. _____

2. _____

3. _____

The above statements are made for the purpose of obtaining the loan, and are true to the best of my knowledge and belief.

Signature of Applicant

Normal Loan Limit—\$500.00. Amount Desired \$ _____ Preferred Date, Initial Payment
_____ 10% Share Requirement to Borrow; If you qualify, we will deduct this amount from
the loan after your initial **\$10.25** or **\$5.25**. General Rule of Thumb—While each case is considered on
its own merits **individually**, practically all with continuous bank credit will qualify and 50% of those
dealing with finance companies.

General Policies—1. Co-signer is required. 2. We check all references. 3. We are not obligated to grant
loans to those members who are not considered **good** credit risks by our credit committee. 4. All money
orders and checks should be sent to **NCTA Credit Union, 125 E. Hargett Street, Raleigh, North Carolina
27601.**

Application Blank For New Members

Name _____ Home Address _____

Mailing Address _____

Teaching Position _____ School _____

Location _____ Social Security No. _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65-69 _____
(For Insurance Purposes)

Number of shares (\$5.00 each) _____ Total _____

Joining Fee \$0.25 _____ Total amount submitted _____

District _____ Local Unit _____

Date _____ Signature _____



Caught 69 passes for Washington... caught 732 taxis for Pepsi

Pro football's Bobby Mitchell really travels. His job with Pepsi-Cola takes him where the Pepsi generation leads. Who is the Pepsi generation?

Everyone with a young view of things... the millions of livelier, more active people with a liking for Pepsi-Cola—for the taste that's bracing and keen, brilliant and clean! In short, the Pepsi generation is Bobby Mitchell... and a whole lot of people like you!

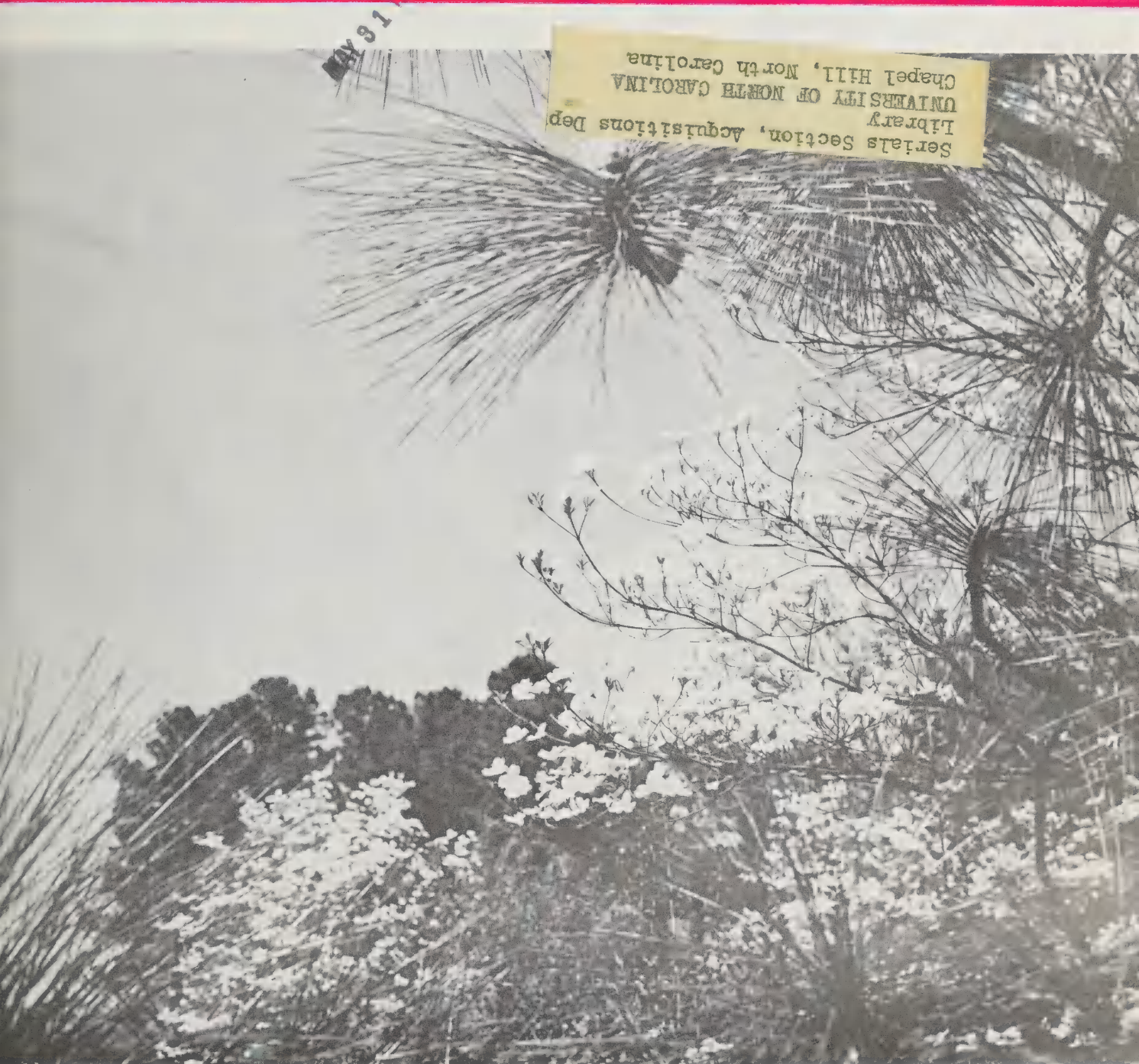
Serials Section, Acquisitions De
Library
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, North Carolina

come alive!
You're in
the Pepsi
generation!



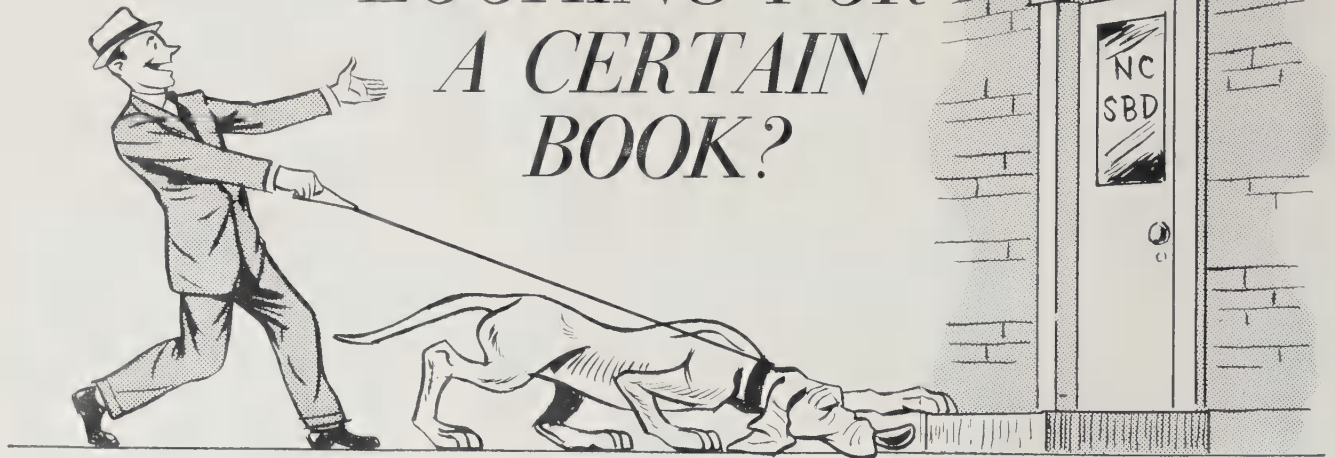
Teachers Record

OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION



Spring in Picturesque North Carolina

LOOKING FOR A CERTAIN BOOK?



CONSOLIDATE YOUR ORDERS . . .

We can save you time. Consolidate your orders and send them to us; this will save you several "teaching days." The consolidated shipment will go forward the same day your order is received.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK
If it's used in North Carolina — We have it!

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.

Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Birchard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-FOUR YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1965

North Carolina
SCHOOL BOOK DEPOSITORY
INCORPORATED
811 W. Hargett Street Telephone 832-3321 Raleigh, N.C.



So much more of what vacations are for!

NASSAU AND THE BAHAMA ISLANDS

Wonderful sightseeing! Bargain shopping for European imports! All your favourite sports, land and water! Exciting calypso night life with an authentic Bahamian flavour! Nassau, the capital, is only 30 minutes by air, overnight by ship, from Florida. No passports required for U.S. and Canadian citizens, but proof of citizenship recommended.

BAHAMAS MINISTRY OF TOURISM
Dept. BTE, 351 S. E. 2nd Street, Miami, Florida 33131
Please send your free Bahamas vacation folder to:

Name

Address

City

State

Zip

N. C. T. A. OFFICERS

GENERAL OFFICERS '66*

Dr. S. E. Duncan, President Salisbury
Mr. M. M. Daniels, Vice President Wilson
Mrs. Geneva J. Bowe, Recording Secretary Murfreesboro
Dr. Nelson H. Harris, Treasurer Raleigh

SPECIAL OFFICERS

Dr. Lafayette Parker '66
Immediate Past President Winston-Salem
Mrs. Juanita Corbin '65
President, Association of Classroom Teachers Bolton
John H. Lucas '66
State NEA Director Durham
Mrs. Elizabeth D. Koontz '67
President-elect, NEA Department of Classroom Teachers Salisbury

ELECTED MEMBERS

Mr. G. A. Page, Raeford '65
Miss Edna S. Smallwood, Trenton '65
Mrs. Jettie D. Morrison, Statesville '65
Mr. O. N. Freeman, Charlotte '66
Mr. J. H. Twitty, Saint Pauls '66
Mr. King A. Williams, Winfall '66
Dr. S. O. Jones, Greensboro '67
Mrs. Lucille P. Burton, Asheville '67
Mrs. L. B. Daniel, Raleigh '67

DISTRICT PRESIDENTS

Coastal Plains Mr. A. D. Smith, Dover '65
Southwestern Mr. James A. Clarke, Charlotte '65
North Central Mr. L. H. Moseley, Gumberry '65
Western Mr. L. R. Campbell, Statesville '65
East Piedmont Mr. G. L. Foxwell, Raleigh '66
Northeastern Mr. Francis H. Mebane, Farmville '66
Southeastern Mr. Bruce Hargrove, Maxton '66
Piedmont Mr. J. C. Duncan, Yanceyville '66

DISTRICT REPRESENTATIVES

North Central Mr. T. V. Foster, Jr., Rocky Mount '68
Western Mr. W. O. T. Flemming, Salisbury '68
Coastal Plains Mr. J. H. Wooten, Goldsboro '68
* Expiration of Term

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Juanita M. Corbin, Bolton
A. Department of Elementary Teachers—Samuel Poole, Elizabeth City
1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
B. Department of Secondary Teachers—Robert W. Boley, New Bern
1. Section of English Teachers—C. C. Lipscombe, Raleigh
2. Section of Foreign Language Teachers—Ann Bowers, Concord
3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
4. Section of Mathematics and Science Teachers—Clarence S. S. Newsome, Ahoskie
C. Department of Teachers of Exceptional Children—Miss Lena Branch, Mount Olive
D. Department of Retired Teachers—L. H. Hall, Salisbury (deceased)
Division of Specialized Education—G. L. Foxwell, Raleigh
A. Department of Home Economics Teachers—Mrs. Eloise Branch, Raleigh
B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
C. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
D. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
1. Section of Driver Education—Isaac Barnett, Greensboro
E. Department of Business Education Teachers—Mrs. M. B. Wright, Raleigh
F. Department of Extension Education—(Unreported)
G. Department of Librarians—Arabella B. Bryant, New Bern
H. Department of Guidance—Mrs. Edythe R. Tweedy, Rocky Mount
I. Department of Bible Teachers—Mrs. Eva M. Pratt, Durham
J. Department of Art Teachers—Mrs. Helen W. Daniels, Durham
K. Department of Audio Visual Aids—J. C. Duncan, Yanceyville

District Meetings

NORTH CAROLINA TEACHERS ASSOCIATION DISTRICT SCHEDULE FOR 1965 ANNUAL MEETING DATES

Southwestern District

Friday, October 1, 1965—Asheville, N. C.
President—Mr. J. F. Clarke, 1446 Dean Street, Charlotte

East Piedmont District

Friday, October 8, 1965
President—Mr. G. L. Foxwell, Ligon Jr.-Sr. High School, Raleigh, N. C.

Western District

Tuesday, October 12, 1965—Winston-Salem State College, Winston-Salem, N. C.
President—Mr. Leroy Campbell, Unity High School, Statesville

Piedmont District

Wednesday, October 13, 1965—Central High School, Asheboro, N. C.
President—Mr. J. C. Duncan, Jones Elementary School, Yanceyville

North Central District

Friday, October 29, 1965—Smithfield, N. C.
President—Mr. L. H. Moseley, Gumberry High School, Gumberry

Coastal Plain District

Friday, October 22, 1965
President—Mr. A. D. Smith, Newbold School, Dover

Northeastern District

Friday, November 12, 1965—Elizabeth City State College, Elizabeth City, N. C.
President—Mr. Francis Mebane, H. B. Sugg High School, Farmville

Southeastern District

Friday, November 19, 1965—Fayetteville State College, Fayetteville, N. C.
President—Mr. Bruce Hargrove, R. B. Dean School, Maxton

Division of School Administrators and Supervisors—F. J. Corbett, Rocky Point

A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
B. Department of Principals—S. B. T. Easterling, Ellerbe
1. Section of Elementary Principals—C. D. Marsh, Angier
2. Section of High School Principals—R. S. Cooper, Pantego
3. Section of Junior High School Principals—O. F. Hudson, High Point
4. National Association of Secondary School Principals—Dr. S. O. Jones, Salisbury
5. National Association of Elementary School Principals—A. C. Crowder, Goldsboro
6. Association of Supervision and Curriculum Development—Alice Green, Wilson

Division of Higher Education—L. H. Robinson, Greensboro

A. Department of Administration—(Unreported)
B. Department of Instruction—Charles A. Ray, Durham
C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Fred D. McNeill, Jr., Field Representative and Treasurer-Manager NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Classroom Teachers
Mr. W. R. Collins, Field Agent, Hammocks Corporation
Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations, and Research—NCTA
Mrs. Della P. Perry, Bookkeeper
Miss Clementine McCraig, Assistant to Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Miss Barbara J. Williamson, Secretary to Executive Secretary—NCTA
Miss Tabitha Pettiford, Secretary-Stenographer
Miss Ludie Butler, Secretary to the Field Representative
Mr. James Jones, Building Custodian

ELLIOTT B. PALMER
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Tolliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

Among the picturesque scenes viewed by delegates who journeyed to the 84th Annual Convention of NCTA, were the long leaf pine and beautiful blossoming dogwood in the North Carolina Sandhills. The Pine Tree is North Carolina's official State Tree, and the Dogwood is the State Flower.

Photo: Courtesy, Travel Information Division, Department of Conservation and Development, Raleigh, North Carolina.

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Five Hundred Copies

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXV

MAY, 1965

NUMBER 3

CONTENTS

Page

SPECIAL FEATURES

Convention Highlights	4-5
Proceedings of the 84th Annual Convention	6-12
Classroom Teachers News	13
Resolutions Adopted	14
Adopted Budget for 1965-66	18
As We Go To Press—from "Libby"	29
More Honors for Dr. Larkins	33
Special In-Service Teacher Education Program	34
A Note of Thanks	40

ARTICLES

NEA NEWS

Workshop Plan Announced	20
Now It Can Be Told	21
Estimated Distribution of Funds	23
Recent History and Present Status of NEA Policy and As Related to the Education Phases of Civil Rights	24

GUEST ARTICLES

An Approach to Improving the Teaching of Elementary School Mathematics	28-33
A Survey of the Home Economics Teachers Opinions of the Annual Program of Work	
Providing for Individual Differences in Science Instruction	
The Northwestern Professional School Women's Club	40
Some Sources of Scholarships and Loans	40

ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Nassau and the Bahama Islands	1
Teachers Loan Service	12
Fayetteville State College	24
The NEA Mutual Fund	39
NCTA Credit Union	Inside Back Cover
Coca-Cola Bottling Company	Outside Back Cover

Delegate Registration Exceeds Previous Years

Highlights of the 84th Annual Convention



REGISTRATION PROCEEDS ON SCHEDULE—Delegates to the 84th Annual Convention of the North Carolina Teachers Association, held April 8, 9, register on scheduled time Thursday. One Thousand, thirty-one delegates registered, exceeding previous registrations.



NEGROES AND WHITES MUST REMOVE INVISIBLE BARRIERS—Standing is Dr. Whitney M. Young, Jr., executive director, National Urban League, who addressed over 1,000 delegates and other members of the North Carolina Teachers Association on Thursday night, April 8, in Raleigh Memorial Auditorium. Seen here on the platform are, John H. Lucas, Durham, State NEA Director; M. M. Daniels, vice-president NCTA; Dr. N. H. Harris, treasurer; Mrs. Geneva Bowe, recording secretary; Mrs. Ida Duncan; and Dr. S. E. Duncan, president. Young urged white and Negro citizens to remove the invisible barriers now existing between them.



PREFERENTIAL HOUSING PROVIDED BY MRS. ALICE JONES AND OTHERS—Right: Mrs. Alice Jones of Raleigh, who has through the years served as chairman of the housing committee. She is assigning a delegate to a home. Others seated, left to right: Miss Lena Hunter and Miss Rachael McCauley, also of Raleigh.



SEARCH FOR THE TRUTH - THE RESPONSIBILITY OF THE SCHOOLS—Standing at the lectern is Mrs. Mary Dawson, editor of the National Elementary Principal, NCACT speaker, following the banquet, Friday, April 9. Mrs. Dawson stated that the responsibility of education is to all the people and not to any one version of truth. "The responsibility of the schools is to search for the truth," she declared.

Seated are E. B. Palmer, executive secretary, NCTA; Dr. Lafayette Parker, immediate past president, NCTA; Mrs. Elizabeth Koontz, president-elect, NEA-DCT; Mrs. Margaret W. Wilson, president-elect, NCACT; Dr. S. E. Duncan, president, NCTA; and Mrs. Edna C. Richards, executive secretary, NCACT.



DELEGATES HEAR PROCEEDINGS



FIRST BUSINESS SESSION—Left to right: Mr. M. M. Daniels, vice-president, NCTA; Mr. E. B. Palmer, executive secretary, NCTA; Dr. S. E. Duncan, president, NCTA; and Mr. Curtiss Todd, Legal Counselor.



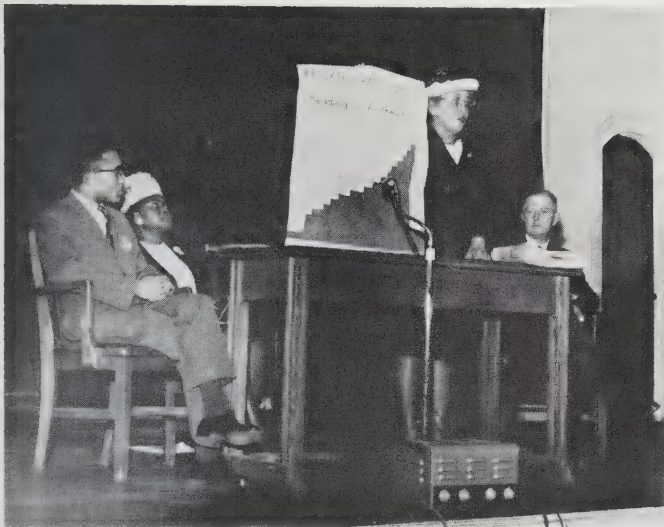
DELEGATES CAUGHT BY OUR CAMERAMAN—These delegates pause between Convention sessions to pose for our cameraman. Left to right: Mrs. Mary Reynolds, Winston-Salem; Mrs. Mary Barnes Smith, Elizabethtown, supervisor of Bladen County Schools; Mrs. Eloise M. Larkin, Goldsboro; and Mrs. Aquilla R. McCall, Winston-Salem, co-chairman, library section of NCTA.



"LIBBY" ADMIRES HER GIFT OF LUGGAGE FROM NCTA—Mrs. Elizabeth Koonitz, affectionately known as "Libby", president-elect NEA-DCT admires her beautiful luggage which is a gift from NCTA presented by Dr. Lafayette Parker, (left), immediate past president of the association.



ATHLETICS IN THE HIGH SCHOOL - TOPIC OF SECTION OF NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS—Left to right: Messrs. Ralph Davis, Canton; O. A. Dupree, Clinton; H. D. Cooper, Ahoskie; and Dr. S. O. Jones, A and T College, Greensboro. The group is examining the N. C. Administrator Magazine. Mr. Dupree is Editor in Chief of the magazine, Mr. Cooper is associate editor. This group discussed as the program topic "Athletics in the High School."



SUPERVISORS LISTEN TO PANEL ON "CRITICAL ISSUES AFFECTING NORTH CAROLINA'S CHILDREN TODAY"

"CRITICAL ISSUES AFFECTING NORTH CAROLINA'S CHILDREN TODAY" was the theme for this panel discussion held by the Department of Supervisors in Greenleaf Auditorium on Thursday, April 8. Standing is Mrs. Nora E. Lockhart, principal, Crosby Garfield School, Raleigh, who is holding an achievement chart, showing how provisions are made to take care of varying levels of the children's achievement. Her topic was "Equalizing Educational Opportunity."

Seated left to right: Dr. James E. Cheek, president of Shaw University, who discussed "Combating Moral and Civic Apathy", Mrs. Ruth Woodson, supervisor of Elementary Education, State Department of Public Instruction, Raleigh, moderator of the panel; and Mr. A. C. Davis, controller, State Board of Education, Raleigh, who gave statistics on "Public School Finance."



Proceedings of the 84th Annual Convention

Raleigh, North Carolina

April 8-9, 1965

Convention Theme:

"Education for World Responsibility"

First Business Session

Thursday, April 8, 1965

6:00 P.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, President NCTA

The First Business Session was opened with a prayer by Mr. C. C. Griffin followed by an organ prelude by Mrs. Alice M. Stewart, convention organist. The audience stood while Mrs. Stewart played the National Anthem. The delegates remained standing until after the Pledge of Allegiance led by Mr. Elliott B. Palmer, Executive Secretary of the North Carolina Teachers Association.

The president called attention to the proceedings of the 83rd Annual Convention of the NCTA in the delegates manual. They were included in the manual in order for the delegates to review the proceedings from last year.

Convention Rules:

Mrs. Geneva J. Bowe, Secretary of the NCTA, read the rules by which the NCTA delegates would be governed during the convention.

It was moved by Mrs. Bowe and seconded by Mr. W. A. Foster that the rules be adopted. It was carried.

Credentials Report:

The report of the Credentials Committee was given by Mrs. Audrey G. Robinson, Chairman. The following recommendations were made by the Credentials Committee:

1. That the president and secretary of each local unit of the NCTA submit a delegates roster to the Executive Secretary at least seventy-two hours prior to the annual convention which is required by the constitution of the NCTA.
2. That local units of the NCTA submit all alternates names on the delegates roster.
3. That the Executive Secretary send identification cards to each local unit for the duly elected delegates in each unit.



THE 84th ANNUAL CONVENTION OF NCTA CALLED TO ORDER BY PRESIDENT DUNCAN—Dr. S. E. Duncan, President NCTA presides over the Business and General Sessions of NCTA. The platform guests include members of the NCTA Board of Directors, College Presidents, members of the State Department of Public Instruction, consultants, members of the State Board of Education, past presidents of NCTA, professional staff of NCTA, Presidents of NCC-PTA, State Board of Higher Education.

4. That each elected delegate sign his identification card in the presence of the registrar at the annual meeting of the NCTA.
5. That the registrar be instructed to present the official delegate badge upon signing the identification card.

Mrs. Robinson informed us that 780 delegates had registered prior to the First Business Session. One thousand thirty-one delegates registered during the convention.

It was moved by Mrs. Audrey G. Robinson and seconded by Mr. W. A. Foster that the report from the Credentials Committee be adopted. It was carried.

Seating Arrangements of Delegates:

It was moved by Mr. C. C. Griffin and seconded by Mr. W. G. Byers that the delegates remain seated as they are and to proceed with the agenda for the Business Session. It was carried.

Report of the Board of Directors:

Mrs. Geneva J. Bowe gave the report of the NCTA Board of Directors. The following recommendations were made by the board:

1. The Board of Directors recommends that the annual fee of the North Carolina Teachers Association remain at ten dollars (\$10.00).
2. The Board recommends to the NCTA Delegate Assembly the adoption of the budget as arranged and presented by the Budget and Finance Committee and approved by the Board of Directors.
3. The Board recommends the adoption of the proposed resolutions for 1965-1966 as presented by the Resolutions Committee.
4. The Board of Directors recommends that we accept the invitation from the Jack Tar Hotel and Motel, in Durham, North Carolina to hold our NCTA Convention there on Thursday and Friday before Palm Sunday 1966, contingent upon available space for general and business sessions.

The president informed the delegate assembly that the recommendations from the Board served as information.

Special Recommendations on Merger by NCTA Board of Directors:

The special report on merger by the NCTA Board of Directors were read by Mrs. Geneva J. Bowe. It is as follows:

The Board of Directors recommends the approval of the following special report on Merger to serve as guidelines for locals:

It is established that the North Carolina Teachers Association is a strong association affiliated with the National Education Association and one whose membership has given authority to the Board of Directors to negotiate terms or conditions of merger.

Local associations are non-autonomous, but are directly responsible to the North Carolina Teachers Association in their policies, programs, and affiliations.

Terms of Merger:

1. The terms of merger must be decided in co-operation with the top state leadership of the North Carolina Teachers Association and the North Carolina Education Association.
2. In the efforts to merge and in absence of stated procedures adopted jointly by NCTA and NEA, we urge locals to jointly hold workshops, seminars, or other activities and continuance of such plans to promote good human relations.
3. The North Carolina Teachers Association seeks 3 R's through the merger of the two associations:
 - (1) Recognition of its contribution to education.
 - (2) Representation in policy formation.
 - (3) Reorganization that will insure effective utilization of membership, staff, property and other vested interests.
 - (4) No one person is to speak for the local association in the interest of merging.

It is recommended that members work on local levels to create the kind of environment in which serious talk can be conducted for the best interest of both groups. Plan now and execute a most effective program on the local level for 1965-1966. The North Carolina Teachers Association will provide consultative services wherever and whenever needed.

It was moved by Mr. A. R. Bowe and seconded by Mr. W. H. Jones that the recommendations on merger by the NCTA Board of Directors be adopted. It was carried.

Report of the Budget and Finance Committee:

It was moved by Mr. W. A. Foster and seconded by Mr. M. M. Daniels and Mr. C. C. Griffin that the ten dollar (\$10.00) membership fee for the NCTA be adopted. It was carried.

After points of clarification, it was moved by Mr. W. A. Foster and seconded by Dr. N. H. Harris that the budget be adopted. It was carried.

Dr. Duncan informed Mr. A. B. Reynolds that his request for an increase from four hundred dollars (\$400.00) to six hundred dollars (\$600.-00) for the annual Fall Conference for administrators and supervisors would be presented to the NCTA Board of Directors at some subsequent meeting.

It was moved by Mr. L. M. Hatton and seconded by Mr. W. G. Byers that we adjourn. It was carried.

The president announced the adjournment of the First Business Session of the North Carolina Teachers Association.

First General Session
Thursday, April 8, 1965
8:00 P.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, President, NCTA

Prior to the convening of the First General Session a very delightful choir concert was rendered by the Jones High School Glee Club, Trenton, North Carolina. It was under the direction of Mr. Robert T. Simmons.

The First General Session was opened with an invocation by Rev. C. A. Perry of Raleigh, followed by the Pledge of Allegiance led the Boy Scouts of Troop 52, Raleigh, North Carolina. Music was furnished by Mrs. Alice M. Stewart, convention organist.

Necrology Report:

The delegate assembly paused to pay tribute to those dedicated NCTA members who had departed this life since our last convention. As Mr. J. W. Mask read the names of those persons deceased, very impressive music was played. Following the silent prayer Mr. Mask closed the ceremony with an appropriate poem.

Honoring Retired Teachers:

Dr. Lafayette Parker, Past President NCTA, presented to Miss Laura Sue Johnson, who has retired after 43 years of service as a teacher, a certificate which will be given subsequently to other retired teachers across the state for the outstanding service they have rendered to the girls and boys of North Carolina, and for the support they have given to their local, state and national associations.

Miss Johnson accepted the certificate on behalf of all teachers who have retired this year with deepest appreciation.

Introduction of Speaker:

Dr. S. E. Duncan, President of the NCTA introduced Dr. Whitney M. Young, Jr., Executive Director, National Urban League, New York

City, New York to deliver the address of the evening.

Dr. Young in his address stated that we are living in an age of satellites and that one can easily picture men going to the moon. He placed emphasis on the fact that we are dreaming of a society where race will be irrelevant and only man's potential will be considered.

Dr. Young stated for a while North Carolina was providing leadership in racial and economic progress in the South but the state no longer gives that impression. He stated that the State no longer seems to give positive leadership.

Dr. Young emphasized the fact that most of the "visible barriers" are down and that both races would need to work against "invisible barriers."

Presentation of Platform Guests:

Mr. M. M. Daniels, Vice-President of the NCTA, presented the platform guests to the delegate assembly.

After remarks by Dr. Duncan and announcements by Mr. Elliott Palmer, the First General Session adjourned.

Second Business Session
Friday, April 9, 1965
7:45 - 8:45 A.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, President NCTA

Attorney's Statement on Merger:

Attorney Curtiss Todd stated that to effect a merger is inherent within the corporate framework of the NCTA. No constitutional amendment is necessary. The NCTA Board of Directors has voted for merger and that a vote of approval from the delegate assembly is necessary. The approval of the delegates would give the NCTA Board of Directors the authority to proceed with negotiations with other corporations (NCEA) for a merger of the two corporations.

Report of the Resolutions Committee:

The resolutions were read and discussed at the "open hearing" on Thursday, April 8, 1965 at 5:00 P.M.

It was moved by Mr. W. T. Johnson, Chairman of the Resolutions Committee, and seconded by Mr. W. G. Byers that we discuss only the resolutions that need modification. It was carried.

After points of clarification, it was moved by Mr. W. T. Johnson and seconded by Mr. L. M.

Hatton that the resolutions as written and included in the Delegates Manual be adopted. It was carried.

Report of the Constitution Committee:

The report of the Constitution Committee was given by Mr. W. G. Byers. The recommendations in his report were included in the resolutions which were adopted.

Greetings from ATA:

Mr. J. C. Duncan, State ATA Director for North Carolina, extended greetings from the American Teachers Association. Mr. Duncan stated that North Carolina was in third place in membership. He expressed the desire to see North Carolina in first place. He encouraged those who are not members of the ATA to join.

Report of the Building Committee:

In the absence of the Chairman of the Building Committee, Mr. Elliott B. Palmer discussed the renovations that had been made at the Headquarters Building. The Building Committee consented to these improvements as well as the members of the NCTA Board of Directors. He informed the delegate assembly that work on the improvement of the grounds would begin soon. He invited the delegates to visit their Headquarters during the Convention.

Mr. W. R. Collins discussed the office to be used by the Hammocks Beach Corporation. He publicly expressed his appreciation to Mr. Elliott B. Palmer for the assistance he gave him in helping to get the office renovated and equipped. He invited the NCTA delegates to visit the Hammocks office and receive a free gift.

Mr. Collins expressed his appreciation for having the opportunity to work with the Association on the Hammocks. He called to the attention of the delegates the fact, that they were receiving more information on the Hammocks. He is hoping that this information will lead to a better understanding of the Hammocks Project. He mentioned the brochure in the Teachers Record and the Delegates Manual on the Hammocks project.

Mr. Collins gave three sources of getting revenue for the Hammocks, namely:

1. Solicit twenty-five dollars (\$25.00) from those teachers who have not paid.
2. Solicit ten dollars (\$10.00) from those teachers who have paid only fifteen dollars (\$15.00).
3. Solicit five dollars (\$5.00) from those teachers who have already contributed twenty-five dollars (\$25.00).

Mr. Collins asked us to encourage the teachers to make these donations. After this is done, he is hoping to receive Federal Aid. He informed us that the Hammocks Beach Corporation Board is at the point of presenting a proposal for Federal Aid but we need to do our share first.

Report of the Legislative Committee:

The report of the Legislative Committee was made by Dr. F. G. Shipman, Chairman. Copies of his report were distributed. In his report, he stated that members of the Legislative Committee and Mr. E. B. Palmer, Executive Secretary NCTA attended the Federal Legislative Conference held in Washington on February 28—March 2, 1965. The conference was designed to strengthen the support for the passage of Bill H.R. 2362, titled "The Elementary and Secondary Education Act 1965."

The committee and other delegates attending the conference visited the White House. President Johnson delivered a formal and informal address. A movie film was made of this presentation and is now available for use and may be obtained at the NCTA Headquarters.

We were informed by Dr. Shipman that our Executive Secretary had written a letter to The Honorable Nicholas Katzenbach, Attorney General of the United States relative to Title VI of the Civil Rights Act 1964. In his letter the following questions were asked:

1. Do the provisions of Title VI permit discrimination among the teaching personnel in the public schools where Federal Funds are utilized?
2. What is the required policy with reference to compliance to Title VI for the integration of the teaching personnel in question?
3. If Title VI does not prohibit discrimination in the teaching personnel, what provisions are made for displaced Negro teachers and administrators?
4. What procedure is recommended to prevent discrimination on the basis herein described?

Copies of his letter were sent to: Attorney General Ralph Moody—N. C.; Dr. Charles Carroll, State Superintendent—N. C.; President Lyndon B. Johnson; The Honorable Dan K. Moore and others in outstanding positions.

In the reply from Mr. Ralph Moody, Deputy Attorney General of North Carolina, he stated that he did not know the attitude of the United States Office of Education as to teaching personnel, nor did he have any Federal Criteria for use in the State.

It was moved by Dr. F. G. Shipman and seconded by Mr. M. M. Daniels that the report be approved. It was carried.

NCTA Credit Union:

The report of the NCTA Credit Union was made by Mr. Fred D. McNeill. Copies of his report were distributed. He stated that the immediate goal for the credit union is fifty thousand dollars (\$50,000.00). All shares and loans are insured up to two thousand dollars (\$2,000.00) by Cuna Mutual. He encouraged all members of the North Carolina Teachers Association to save with the NCTA Credit Union. The report of the credit union was only for information.

Treasurer's Report:

The Treasurer's report was given by Dr. N. H. Harris for information. Copies of his report were distributed to the delegate assembly. No action was taken on his report.

Report of NEA Director:

Mr. John Lucas brought greetings from the National Education Association. He informed us that the NEA memberships are continuing to progress. We now have 11,000 members. He called to our attention that the major issue at present is on Merger and that we would be informed on major issues through our NEA Journal.

Report of the Commission on Professional Rights and Responsibilities:

The report of the PR and R Commission was given by Mrs. Elizabeth D. Koontz, Incoming President of Classroom Teachers NEA. She brought greetings from The Department of Classroom Teachers NEA. Mrs. Koontz had just returned from a conference being held at the NEA in Washington, D. C. on "The Changing Face of Teaching." One session at the conference was entitled, "Why Teachers are Raising Hell." The representatives at the conference wanted to know the answer to the following question: What is causing the unrest among teachers?

Mrs. Koontz called to our attention that there are many unfair cases that should be reported to the NEA on what is happening to teachers. This information would help the legislature. She reminded us that North Carolina has no continuing contracts at present, nor the job security that many teachers enjoy but we do not seem to be too concerned about it. We have not written our Congressmen and expressed ourselves about what we want.

Mrs. Koontz informed us that there would be a PR and R Workshop next Fall. She encouraged locals to send delegates to the PR&R Workshop.

The PR&R Commission recommends and strongly urges that every local association re-evaluate its program to include:

1. That every local unit of NCTA plan to devote a part of several meetings during the coming year to the study of the Code of Ethics for the Educational profession.
2. That every local unit of NCTA plan at least one session for discussion of school law and regulations governing the professional personnel of public schools.
3. That personnel of every Administrative unit seek ways and plan the means by which teaching and learning can be improved.
4. That the local association keep accurate records on the procedure of dismissal and resignation of teachers and assume responsibility for reporting same to the NCTA Executive Secretary or PR&R Commission.
5. That every local NCTA unit create a PR-&R and Ethics Committee.
6. That every NCTA local include in its budget an item of anticipated expense that will provide for representatives to attend future State PR&R Workshops.
7. That every NCTA local, through contributions will help to increase our State Defense Fund.

It was moved by Dr. N. H. Harris and seconded by Dr. F. G. Shipman that the report of the PR&R Commission be adopted. It was carried.

Remarks:

Mr. Palmer called to our attention the Delegates Manual. He encouraged us to report information earlier in order to improve on the NCTA Convention. He expressed a desire to visit locals to discuss merger and other important issues.

Dr. Duncan informed the delegate assembly that Mr. J. H. Lucas had been appointed to serve as an official NEA delegate to the World Assembly of the World Confederation of Organizations of the Teaching Profession in Addis Ababa, Ethiopia, Africa July 31 - August 7.

Dr. Duncan expressed his appreciation to NCTA staff members, Board of Directors, District Association, NCTA delegates and all other persons who had helped to make the Convention a success.

After expressions of appreciation, Dr. Duncan declared the Second Business Session adjourned.
(Continued on Page 11)

CLASSROOM TEACHERS

Presiding

Mrs. Juanita F. Barnette

Vice-President, NCACT

The business session of the North Carolina Association of Classroom Teachers, NCTA, was opened with the pledge of allegiance, led by Mrs. Winnie M. Lacewell, followed by a tribute to the late Dr. W. L. Greene, former Executive Secretary of the North Carolina Teachers Association. This tribute was gracefully done by Mrs. Ruth B. Jones. Presentation of platform guests was made by Mrs. Rubie T. Carter.

BUSINESS SESSION:

Following the adoption of Rules of Order, presented by Robert Reeder, was the presentation of candidates.

Then the Executive Secretary of NCACT, Edna C. Richards' annual progress report was given. Included in the report was some outstanding recommendations such as:

1. Enlist the most capable leadership available.
2. Give the young members a chance to contribute to the association's work.
3. Have some clear, well known objectives.
4. Have a hard hitting program which seeks public support for better schools, better working conditions and a better status for the teaching profession.
5. Keep all members informed.
6. Report all accomplishments to the headquarters office.
7. Re-establish the Donald DuShane Defense Fund, \$5.00 per local, or ten cents (10c) per member.
8. Re-establish Credit Unit Pledge Form (NCTA)



"IMPLEMENTING INTEGRATION" was the program topic for the Division of Administrators and Supervisors pictured here. Standing is Dr. Robert Pittillo, assistant superintendent of Raleigh City Schools, speaking on the Instructional Program. Seated, left to right, are Dr. Frank A. Toliver, Mr. F. J. Corbett, Mr. A. D. Smith, who discussed Transportation, and Mr. S. B. T. Easterling, chairman.



"TODAY'S CHILDREN, OUR GREATEST CONCERN"—The program Topic for the Section of Primary and Grammar Grade Teachers, Friday, April 9, in the Arena Area of Raleigh Memorial Auditorium. Standing at the lectern is Mr. Samuel Poole, chairman of the Elementary Council. Mrs. Cornelia Cobb presided as chairman of Grammar Grades.

VOTING:

Ballots for voting were passed out to all delegates who presented credentials upon registration for the business session. Mrs. Geraldine A. Totten served as chairman for credentials. Mrs. Lottie M. Whittington served as chairman for voting.

REPORTS:

Constitution—

Mrs. Margaret W. Wilson
Resolutions—

Mrs. Juanita F. Barnette
Local Projects—

Mrs. Clara R. Owens
Time To Teach—

Mrs. Elizabeth D. Koontz
Professional Rights
and Responsibilities—

Mrs. Geraldine A. Totten

At this time Mrs. Willa Johnson was presented and gave a detailed report on the case of dismissal from her teaching position.

CLASSROOM TEACHERS BANQUET:

Ligon High School Cafeteria
Presiding

Mrs. Margaret W. Wilson
President-Elect, NCACT

The invocation was given by Mrs. Annie N. Gerald. Mrs. Juanita F. Barnette welcomed the guests. Mr. Oscar H. Hinnant, Jr. introduced the head table associates.

Remarks were made by Dr. S. E. Duncan, President, NCTA.



"REFORMS AND INNOVATIONS IN TEACHER EDUCATION" discussed by the Department of Student NEA, NCTA. This group met in the Leonard Auditorium of Shaw University. Mrs. Loreno M. Marrow, presided as chairman.

Mrs. Ruth Jones gave the election results. Mrs. Edna C. Richards made announcements.

Following the announcements we dismissed to reassemble in the Memorial Auditorium to continue the banquet program. At this time the speaker, Mrs. Mary Dawson, Editor, The National Elementary Principal, was introduced by Mrs. Elizabeth D. Koontz. Following the speaker, Mrs. Koontz was presented a gift, some luggage, from members of the North Carolina Teachers Association. This presentation was done by Dr. Lafayette Parker. Mr. Elliott B. Palmer, Executive Secretary, NCTA installed the NCACT officers, they are: Mrs. Margaret W. Wilson, Incoming President.

President-Elect—

Mrs. Dorothy B. Jackson

Vice-President—

Mrs. Cather Broadnax

Secretary—

Mrs. Juanita F. Barnette

Assistant Secretary—

Mrs. Juanita M. Corbin

This part of the Convention program was dismissed and turned over to Dr. S. E. Duncan to proceed with the NCTA program, A Fashion Show.

TEACHERS! BORROW \$50 to \$300 BY MAIL

Quick! - Easy! - Private!

Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home **BY MAIL** on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

**TEACHERS LOAN SERVICE, Dept. F
BRUNDIDGE, ALABAMA**

Name
Address
City State



PUBLIC SCHOOL MUSIC GROUP—Program topic: "The Great Society: Better Music - With Strings, With Band, With Choir." Ligon High School, Mr. J. L. Edwards, chairman, presiding.

NORTH HARNETT CHORAL GROUP—This group sang on the program for the Section of Elementary School Principals. The music director is Mrs. Beatrice Rhue.

Classroom Teachers News



NCACT CREDENTIALS COMMITTEE AT WORK—

These teachers are at NCTA Headquarters, filing delegates credentials prior to the Convention on April 8. Left to right: Mrs. Thelma W. Williams of Wilmington, editor of the Classroom Teachers Bulletin, New Hanover County, and chairman of the campaign for Jackson; Mrs. Caronell C. Chestnut of Wilmington, vice-president, New Hanover County Association of Classroom Teachers; Miss Maylor Oakley of Oxford, Granville Classroom Teachers Association; Mrs. Naomi A. Morgan, of Durham, secretary, Department of Classroom Teachers; Mrs. Margaret W. Wilson, Kings Mountain, president-elect, NCACT; Mrs. Ruby R. Carter, Oxford, district director, East Piedmont District, Granville County Classroom Teachers Association; Mrs. Dorothy B. Jackson, Wilmington, district director, Coastal Plain District, candidate for President-Elect, NCACT, New Hanover County Classroom Teachers Association; Mrs. Geraldine A. Totten, Greensboro, district director, Piedmont, chairman, Credentials Committee.



NCTA EXECUTIVE SECRETARY INSTALLS NEW OFFICERS OF NCACT—

E. B. Palmer, executive secretary of the North Carolina Teachers Association, congratulates new officers of the North Carolina Association of Classroom Teachers. They are left to right: Mrs. Margaret Wilson of Kings Mountain, president; Mrs. Dorothy B. Jackson, Wilmington, president-elect; Mrs. Juanita F. Barnette, Pine Tops, secretary; and Mrs. Cathar M. Broadnax, Williamston, vice-president.

Not shown on picture: Mrs. Juanita M. Corbin of Wilmington, assistant secretary.

The officers were installed by Mr. Palmer, Friday night, April 9, in Raleigh Memorial Auditorium, during the 84th Annual Convention of the NCTA.



NORTH CAROLINA ASSOCIATION OF CLASSROOM TEACHERS BANQUET—

This is a section near the head table of the NCACT Banquet. Mrs. Margaret Wilson, president-elect, presided. Invocation was given by Mrs. Annie N. Gerald, director, Southeastern District; welcome remarks were made by Mrs. Juanita F. Barnette, vice-president; Introductions made by Mr. Oscar H. Hinant, Jr., assistant director, Piedmont District; announcements by Mrs. Edna C. Richards, executive secretary; election results by Mrs. Ruth B. Jones, director, North Central District.



MISS LAURA SUE JOHNSON ACCEPTS CERTIFICATE HONORING RETIRED TEACHERS—Left: Dr. Lafayette Parker, immediate past president, North Carolina Teachers Association, presents certificate to Miss Laura Sue Johnson of Mt. Airy, who accepts the certificate in behalf of all retired teachers of NCTA. Miss Johnson was cited for her 42 years of loyal services.

Resolutions Adopted At The 84th

Resolutions are designed to serve as law and guiding principles of the association within the framework of the Association's Constitution. Once adopted by the delegate assembly, such resolutions stand in force until action is taken by the delegate assembly to change or delete the existing position. With this point of view established, the Resolutions Committee submitted the following resolutions for the consideration of an adoption by the Eighty-fourth Annual Delegate Assembly of the North Carolina Teachers Association on the eighth day of April in the year of our Lord nineteen hundred and sixty-five.

I

WORKING CONDITIONS

Whereas: Industry, other service professions and employers recognize that the efficiency of employees depends upon adequate provision for rest periods and duty-free lunch periods; and

Whereas: The teaching profession is gravely concerned over the fact that many administrative units make *no* provisions or inadequate provision for such free time.

BE IT RESOLVED: That local school administrators seek means by which all teachers may be provided with a free period and duty-free lunch period daily.

II

TEACHERS LOAD

TEACHER ASSIGNMENT

Whereas: Additional responsibilities are being placed upon teachers and consequently teachers are overburdened with large classes, and co-curricular activities and clerical details and it is increasingly difficult

to insure an effective teaching-learning climate.

BE IT RESOLVED: That the maximum load recommended by the United Forces for Education be enacted into law by the General Assembly of 1965, now in session.

III

TEACHER SALARIES

Whereas: North Carolina ranks 39th in position on the national teacher salary scale according to the National Education Association's report; and

Whereas: Fair salaries are necessary for the acquisition and continued employment of competent teachers; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorses the salary proposal of the United Forces for Education.

IV

MERIT PAY

Whereas: The Association believes that evaluation for the improvement of instruction is a major responsibility of the teaching profession; and,

Whereas: The Association believes that subjective rating of teachers as a means of determining teachers salaries stifles initiative, creates discord among members of the profession and the community and deprives the child of maximum education opportunities; and,

Whereas: Poor conditions of work and the lack of adequate well trained professional personnel are deterrents to objective evaluation of teaching performance; therefore,

BE IT RESOLVED: That the Association opposes and deplores mere subjective rating

of teachers as a means of determining teachers' salaries.

BE IT FURTHER RESOLVED: That the NCTA endorses the utilization of experimental programs designed to determine the programs best suited to upgrade the program of instruction in the schools of North Carolina.

V

TEACHER CONTRACTS

Whereas: Tenure and fringe benefits are conducive to high teacher morale and a necessary sense of security, and

Whereas: The present legislation before the North Carolina General Assembly provides for the restoration of continuing contracts for teachers, therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorses legislation to the North Carolina General Assembly to provide continuing teacher contracts.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association encourage the members of the legislature to enact tenure laws which protect the job security of all teachers.

BE IT ALSO RESOLVED: That we urge the passage of the Pilot Project kindergarten bill now before the 1965 General Assembly.

VI

VOCATIONAL EDUCATION INDUSTRIAL AND VOCATIONAL SCHOOLS

Whereas: Industrial, vocational schools and/or community colleges are being established throughout the state to provide training in skills related to em-

Annual NCTA Convention

ployment in new industries developing in North Carolina; therefore,

BE IT RESOLVED: That the State Board of Education and other state and federal agencies concerned provide for all qualified applicants in the respective areas to attend courses in these industrial units according to their residence and educational qualifications.

BE IT FURTHER RESOLVED: That all qualified applicants be considered for employment in such institutions, on all levels.

VII

FEDERAL AID TO EDUCATION

Whereas: A large degree of poverty exists in many of the school communities of North Carolina; and,

Whereas: Locally appropriated funds have not been sufficient to develop the complete program of education in all schools in North Carolina; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorses President Johnson's proposed program for aid to the Elementary and Secondary Schools (Bill HR 2362—The Elementary and Secondary Education Act of 1965).

VIII

KINDERGARTEN PROGRAM

Whereas: There are differences in the maturity, economic, social and cultural background of beginning children; and,

Whereas: It is believed that systematic training and guidance for the pre-school child is essential for future growth and development,

BE IT RESOLVED: That we urge the establishment of Publicly supported kindergartens in the North Carolina Public Schools.

IX

MERGER OF PROFESSIONAL ASSOCIATIONS

Whereas: NCTA supported recommendations presented to the Representative Assembly at the National Education Association Convention in Seattle, Washington on effecting integration of professional associations where dual associations exist; and,

Whereas: The recommendations adopted by the National Education Association Representative Assembly included plans for integration at all levels without stating, in sufficient detail, the concept of merger; and,

Whereas: Meetings of Liaison Committees of the North Carolina Education Association and the North Carolina Teachers Association has not resulted in any agreement on merger; and,

Whereas: Principles of merger have been presented to the Executive Secretary of the North Carolina Education Association by the officers of North Carolina Teachers Association; and,

Whereas: The North Carolina Teachers Association stands ready to effect a merger of the professional association of North Carolina Education Association and North Carolina Teachers Association; and,

Whereas: The North Carolina Teachers Association has complied with the National Education Association's resolution No. 12 of 1964; therefore,

BE IT RESOLVED: That the Board of Directors be empowered to continue negotiations on merger and to develop other resolutions to be presented to the Representative Assembly of the National Education Association or make other such arrangements as necessary for securing fair merger procedures.

BE IT FURTHER RESOLVED: That the membership continue to develop a strong North Carolina Teachers Association with efforts towards increased membership until such time, that agreeable terms of merger can be established on a state level.

X

CIVIL RIGHTS

Whereas: The educators and citizens of Alabama have demonstrated their desire to seek and exercise their rights and duties as full citizens; and,

Whereas: The educators of Alabama are faced with the prospect that Negro Teachers in Alabama may be dismissed or otherwise penalized for their efforts to register and vote; and,

Whereas: The National Education Association pledged to protect the professional and civic rights of these teachers; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorses 1965 as the year when every teacher seeks and exercises his right of franchise and to actively encourage other citizens to do likewise.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association endorses the concept—"Fit to Teach — Fit to Vote."

BE IT ALSO RESOLVED: That the North Carolina Teachers Association recognize the outstanding sacrifice and contribution made to society by the teachers and citizens of Alabama recently, and commend them highly.

XI

SPEAKER BAN LAW

Whereas: Democracy is strengthened through the exercise of freedom of speech and academic freedom with concomitant responsibilities and because of our belief in the democratic ideas of education,

BE IT RESOLVED: That the North Carolina Teachers Association look with disfavor upon the speaker ban law.

XII

DESEGREGATION OF PROFESSIONAL PERSONNEL

Whereas: Many Negro teachers are subject to the loss of position because of the redistricting of the student population within our various city and county administrative units, because of consolidation and desegregation,

BE IT RESOLVED: That these teachers be integrated as are students in all of the existing schools in each administrative unit.

BE IT FURTHER RESOLVED: That complete desegregation proceed on all administrative supervisory, and institutional levels including the State Department of Public Instruction and the Superintendency of city and county administrative units.

XIII

IMPLEMENTATION OF RESOLUTIONS

Whereas: These resolutions express the desire of the members of the North Carolina Teachers Association for continued efforts in some areas and

for new efforts in others; therefore,

BE IT RESOLVED: That the Assembly calls upon the Board of Directors of the North Carolina Teachers Association to work unceasingly to see that these resolutions and past resolutions are implemented.

XIV

APPRECIATION

Whereas: The Hammocks Beach is a valuable asset of the North Carolina Teachers Association; and,

Whereas: The Hammocks needs continuous development and growth to fulfill the dreams of its donor and founding fathers; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association commend and express appreciation to the Board of Directors of the Hammocks Beach for its forward step in promoting and expanding its program for development of the Hammocks.

XV

APPRECIATION

The North Carolina Teachers Association expresses its deep appreciation to its President, its Executive Secretary and his associates, the planning committees, the program participants, the city of Raleigh, the officials of Shaw University, the Raleigh Public Schools, the Wake County and Raleigh Units of the North Carolina Teachers Association for their untiring efforts and unselfish services in making this convention a success.

Respectfully Submitted:
Resolutions Committee

Mr. W. T. Johnson, Chairman
Mrs. Elizabeth L. Byrd
Mr. Z. V. Gordon
Mr. W. H. Booker
Mr. J. A. Gibson
Miss Maude Freeman
Mr. James Foxx
Mr. C. Griffin

Mr. J. L. Johnson
Atty. Curtiss Todd,
Consultant
NCTA Legal Counsel
Mr. E. B. Palmer, Consultant
Executive Secretary,
NCTA

OTHER

STANDING RESOLUTIONS (Excerpts of previously adopted resolutions)

I

Conditions of Work

A. Personnel Policies

BE IT RESOLVED: That we urge every local unit and all teaching personnel of the North Carolina Teachers Association and other interested citizens to work in cooperation with their local boards of education in the achievement of written personnel policies.

II

Professional Excellence

A. Professional Growth

BE IT RESOLVED: That the North Carolina Teachers Association encourage the participation of teachers in the statewide in-service education program.

B. Inter-Visitation of Teachers

We recommend that local communities and the state promote programs of voluntary visitation and exchange of teachers so as to promote professional growth.

C. NCATE

We recognize the National Council for the Accreditation of Teacher Education (NCATE) as an accrediting agency for the teaching profession, and that the activities of the Council are restricted because of a limited staff and means. The North Carolina Teachers Association urges the National Education Association to give continued support to the Council so that it might extend its services to all institutions that

engage in the training of teachers.

D. Self-Study and Accreditation

BE IT RESOLVED: That all agencies within the state assume a greater role in working for accreditation of schools.

III

Equal Opportunities

A. Equal Opportunities in State Government

The North Carolina Teachers Association notes with interest and concern reports of the limited number of Negroes employed in state government positions

This assembly calls upon the president of the association to appoint a special committee (to include the Executive Secretary) to make a study of all state agencies to ascertain the number of Negroes employed in such agencies and in what positions, and to ascertain the hiring policies and practices of such agencies.

The committee should meet with the heads of state agencies, boards and commissions to become more intelligent about the area of work of each, to urge upon them equal opportunity policies where they do not now exist and to offer assistance in the implementation of such policies where they do exist and may otherwise be established.

B. Political Equality

The North Carolina Teachers Association believes that every teacher has the right and obligation to be an informed and active citizen, with full political equality in the exercise of his rights in voting and discussing political issues, and accordingly believes that American teachers in our schools should share the freedom of all citizens to form and express their own honest opinions and inevitably varying opinions concerning public issues, and since the

common good depends upon the free search for truth and its free exposition, we urge all local units to work with local school boards of education in the formulation of policies to assure teacher equality in the exercise of their rights in voting and discussing political issues, and participating actively in the political and governmental process.

IV

Professional Commitment

A. Student Organizations

The North Carolina Teachers Association affirms its belief in Future Teachers and Student National Education Association Organizations, as a means of enhancing the teaching profession.

We urge all local units to foster such organizations in the high schools and in institutions preparing teachers, respectively and to give adequate financial support.

B. Support of Professional and Other Organizations

Since all members of the North Carolina Teachers Association derive benefits from their professional organizations and such organizations as the National Association for the Advancement of Colored People and the Southern Regional Council, and the teaching personnel for our group only improves its professional standards by full support of its professional organizations.

The North Carolina Teachers Association will continue to urge all teachers to give financial and moral support to the local unit, local Classroom Teachers Association, District Meetings and programs of NCTA the annual Leadership Conference, American Teachers Association, the National Education Association and other professional organizations.

We further urge each member of the NCTA to support the NEAs membership goal.

C. Teacher Education and Professional Standards

BE IT RESOLVED: That individual school faculties be encouraged to organize school workshops on actual classroom problems rather than having teachers participate half-heartedly in programs suggested by others.

BE IT FURTHER RESOLVED: That personnel chosen as consultants be persons who can actually contribute to the experience of the participants, and

That local units of the North Carolina Teachers Association be encouraged to appoint TEPS committees.

These committees should be encouraged to study problems related to professional standards, the placement of teachers, preparation of teachers, and the problem of drop-outs in their local units.

V

Academic Excellence

A. College Entrance Requirements

BE IT RESOLVED: That all of the colleges in the state be urged to agree on a cutting score sufficiently high to insure standards of college work comparable to standards in other institutions of the same rank.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association urge all colleges to adhere strictly to the score agreed upon in order to see that students put forth the maximum effort to improve scores rather than seek a college with lower requirements.

BE IT FURTHER RESOLVED: That all high schools be informed of the Scholastic Aptitude Tests requirements and of the scores earned by their graduates in order that they may be inspired to insist on a higher level of achievement from grad-

uates desiring to be recommended for college.

B. Education of Exceptional Children

Whereas: There is an increasing recognition of the wide range of individual characteristics that prevail in every classroom, and some children differ to such a degree that special education classes are needed to meet their varying educational needs, abilities and interests, and there is a definite lack of adequate facilities and staff personnel in most of our schools to meet the needs of those children who are retarded, non-educable, handicapped, and/or the many gifted children whose potentialities should be fully developed,

BE IT RESOLVED: That these services be expanded to include all schools.

C. Compulsory School Attendance

BE IT RESOLVED: That the North Carolina Teachers Association through its Legislative Committee urge the General Assembly to remove some of the exemptions in the compulsory attendance law which permit many children to be kept out of school for long periods, and to appropriate funds to secure additional personnel to work for the enforcement of the provisions of the law. We further urge local administrative units to avail themselves of these attendance counselors.

D. Drop-Outs in Public Schools

BE IT RESOLVED: That the North Carolina Teachers Association give support to all social, civic, and professional organizations within the state working to keep our students in school.

BE IT FURTHER RESOLVED: That more attention be given to a more meaningful curriculum and enlightened

ADOPTED BUDGET FOR 1965-66

The Adopted Budget is based upon \$10.00 per Member.

REVENUE

BUDGET ITEMS

	1964-65	1965-66
Balance, September	\$ 9,500.00	\$ 9,000.00
Membership Dues	120,000.00	125,000.00
SNEA Dues	500.00	800.00
Gross Rent	6,550.00	6,500.00
Advertising	3,700.00	3,000.00
Placement Service	100.00	100.00
NEA Supplement	2,600.50	5,000.00
TOTALS	\$142,950.50	\$149,400.00

DISBURSEMENTS

ACCOUNTS

I. President's Honorarium	\$ 500.00	\$ 500.00
II. President's Office	1,000.00	1,000.00
III. Vice-Pres. Honorarium	200.00	200.00
IV. Vice-Pres. Office	200.00	200.00
V. Treasurer's Office	200.00	200.00
VI. Treasurer's Honorarium	400.00	400.00
VII. Rec. Secretary's Honorarium	300.00	300.00
VIII. Rec. Secretary's Office	100.00	100.00
IX. Association Office Expense	3,000.00	4,000.00
X. Executive Sec'y. Travel	2,000.00	2,000.00
XI. Field Rep. Travel	2,000.00	2,000.00
XII. Classroom Tea. Ex. Sec. Travel	1,100.00	1,100.00
XIII. Budget Director	400.00	400.00
TOTALS	\$ 11,400.00	\$ 12,400.00

SALARIES

I. Executive Secretary	\$ 11,400.00	\$ 10,250.00
II. Field Representative	6,600.00	7,860.00
III. Exec. Sec. Clrm. Teachers	6,600.00	6,888.00
IV. Coord. Res. P.R. & Publications	5,000.00	5,000.00
V. Bookkeeper	4,400.00	4,600.00
VI. Secretary-Stenographer	3,900.00	4,100.00
VII. Secretary-Stenographer	3,600.00	3,800.00
VIII. Secretary	3,300.00	3,500.00
IX. Secretary	2,500.00	2,700.00
TOTALS	\$ 47,500.00	\$ 48,698.00

COMMITTEES

I. Board of Directors	\$ 2,000.00	\$ 2,000.00
II. Legislative	400.00	400.00
III. Nominating	300.00	300.00
IV. Elections and Canvassing	400.00	400.00
V. Resolutions	150.00	150.00
VI. Budget and Finance	600.00	600.00
VII. NEA Coordinators	800.00	800.00
VIII. Teacher Ed. and Prof. Standards	200.00	400.00
IX. Prof. Rights and Responsibilities	200.00	200.00
X. Special	800.00	3,000.00
TOTALS	\$ 5,850.00	\$ 8,250.00

ADMINISTRATION

I. Bond	\$ 200.00	\$ 200.00
II. Audit	500.00	500.00
III. FICA Tax	1,100.00	1,440.00
IV. FUTA Tax	450.00	450.00
V. Publication of Record	9,000.00	10,000.00
VI. Newsletter Publication	2,000.00	1,500.00
VII. Retirement Fund	1,800.00	1,800.00
VIII. District Meetings	12,000.00	12,000.00
IX. Convention Expenses	5,000.00	5,000.00
X. NCTA-NEA Leadership Conference	800.00	800.00
XI. Headquarters:		
A. Custodial Service	2,500.00	2,700.00
B. Repairs, Depreciation	1,000.00	2,000.00
C. Rental Collection	350.00	300.00
D. Insurance	2,000.00	2,000.00
XII. County and City Taxes	814.00	930.00
XIII. Delegates to NEA Convention	4,500.00	5,000.00

XIV. Legal Counsel	1,000.00	1,000.00
HAMMOCKS DEVELOPMENT	3,000.00	3,000.00
EQUIPMENT	1,000.00	1,000.00
CONTINGENCY RESERVE	5,591.50	4,777.00

TOTALS	\$ 54,605.50	\$ 56,397.00
--------	--------------	--------------

GIFTS AND MEMBERSHIPS

I. NAACP, National	\$ 1,800.00	\$ 1,800.00
II. NAACP, State	500.00	500.00
III. Southern Regional Council	500.00	500.00
IV. American Teachers Association	25.00	25.00
V. NEA Affiliation	25.00	25.00
VI. Assn. Study Negro Life and History	25.00	25.00
VII. Assn. State Presidents NEA	25.00	25.00
VIII. Oxford Orphanage	500.00	500.00
IX. State Exec. Secretaries NEA	200.00	200.00

TOTALS	\$ 3,600.00	\$ 3,600.00
--------	-------------	-------------

DIVISION AND DEPARTMENT EXPENSES

I. Association of Classroom Teachers (Encompasses both the Division of Classroom teachers and the Division of Specialized Education, for promotion purposes. NEA Affiliated.

A. Promotion

1. State Travel for President in Promotion	\$ 600.00	\$ 650.00
2. Summer Travel for President	400.00	450.00
3. Office Expenses for President	50.00	50.00
4. Office Expenses for Secretary	20.00	20.00
5. National Conferences:		
a. NEA (1 person from each of 8 district)		
2 Officers	2,400.00	2,400.00
b. TEPS-National and Regional Conferences (2 persons)	600.00	700.00
c. Southeast Regional Conf. (2 Officers and 1 person from each of 8 districts)	630.00	650.00
d. Classroom Teachers National Conf. (2 Officers and 1 person from each of 8 districts)		
6. Board of Directors Meetings—3	800.00	800.00
7. Committee Activity	400.00	350.00
8. District Directors	400.00	400.00
9. NCACT Meetings at State Convention	175.00	200.00
10. State Publications, Brochures	800.00	800.00
11. National Office	150.00	200.00
12. FTA Promotion	-----	175.00
13. Miscellaneous	-----	

TOTALS	\$ 7,425.00	\$ 7,845.00
--------	-------------	-------------

B. Division of Classroom Teachers

1. Department of Elementary Education Promotion	\$ 300.00	\$ 300.00
Section of Primary Teachers	300.00	400.00
Section of Grammar Grade Teachers	300.00	400.00
2. Department of Secondary Education Promotion	200.00	200.00
Sec. of English Teachers	400.00	500.00
Sec. of Foreign Language Teachers	100.00	100.00
Sec. of Social Science Teachers	250.00	250.00
Sec. of Math and Science Teachers	250.00	250.00
3. Dept. of Teachers of Exceptional Children	50.00	50.00
4. Dept. of Retired Teachers	50.00	50.00

TOTALS	\$ 2,200.00	\$ 2,500.00
--------	-------------	-------------

(Continued on Page 20)

guidance efforts to meet the needs of all students so as to minimize dropouts from the public schools.

VI

North Carolina
Teachers Association
A. Credit Union

BE IT RESOLVED: That the delegate assembly strongly reaffirms its faith in the NCTA Credit Union and strongly urge each member to make an investment therein in an effort to make ourselves, financially, more self sufficient. In this connection this assembly strongly urges (1) that each member of the NCTA participate in the share-of-the-month plan which would commit each member to purchase a minimum of one share per month (2) that each local unit of the NCTA establish a Credit Union Committee to promote the Credit Union, and (3) that principals work closely with their teachers and take the lead in joining and supporting the Credit Union.

B. Hammocks Beach

The North Carolina Teachers Association recognizes that the Hammocks Beach Corporation is now controlled by the teachers of the state through its elected Board of Directors. We further recognize the value of the Hammocks Beach property and the fact that it offers to our members, their families and friends a wonderful recreation facility.

The association strongly endorses continued support of the efforts of the Hammocks Beach Corporation Board of Directors and its agents to develop the Hammocks property for our members, their families and friends.

C. Division of Specialized Education
(Merged With Division of
Classroom Teachers)

1. Promotion	\$ 350.00	\$
2. Dept of Home Economics Teachers	200.00	200.00
3. Dept. of Vocational Agriculture Teachers	300.00	200.00
4. Dept. of Industrial Education Teachers Promotion	300.00	200.00
Section of Trades and D. O. Teachers		
Section of Industrial Arts Teachers		
5. Dept. of Music Teachers	375.00	450.00
6. Dept. of Health, P. E. and Athletics Promotion	350.00	200.00
Section of Driver Education	200.00	200.00
7. Dept. of Business Education Teachers	400.00	400.00
8. Dept. of Libraries	310.00	310.00
9. Dept. of Extension Education	150.00	With Voc. Agri.
10. Dept. of Bible Teachers	25.00	.....
11. Dept. of Guidance	225.00	200.00
12. Dept. of Art Teachers	285.00	150.00
13. Dept. of Audio Visual Aids	150.00	150.00
14. Sec. of Educational Secretaries	100.00	100.00
TOTALS	\$ 3,720.00	\$ 2,760.00

OTHER DIVISIONS

A. Division of Administrators and Supervisors

1. Promotion, Fall Conference and Convention	\$ 1,000.00	\$ 1,000.00
2. Dept. of Principals, Annual Fall Conference and State Convention	400.00	400.00
a. Sec. of Jr. High School Principals Annual Fall Conf. and State Conv.	350.00	350.00
b. Sec. of Sr. High School Principals, Promotion of Student Activities, Annual Fall Conf. and State Convention	800.00	800.00
c. Section of Elementary Principals-Annual Fall Conf. and State Convention	500.00	500.00
3. Dept. of Supervisors- Annual Fall Conf. and State Convention	400.00	400.00
TOTALS	\$ 3,450.00	\$ 3,450.00

B. Division of Higher Education

1. Administration and Promotion	\$ 550.00	\$ 550.00
2. Dept. of Administrators		
3. Dept. of College Instructors	650.00	650.00
4. Dept. of Student NEA-NCTA	2,000.00	2,300.00
TOTALS	\$ 3,200.00	\$ 3,500.00

GRAND TOTALS \$142,950.50 \$149,400.00

BUDGET AND FINANCE COMMITTEE:

W. A. Foster, Budget Director
Dr. S. E. Duncan, President
Dr. N. H. Harris, Treasurer
E. B. Palmer, Executive Secretary
J. W. Bond

A. H. Peeler
E. F. Wilson
E. E. Waddell
Mrs. Juanita Barnette
A. J. Pindle

NEA News

Workshop Plans Announced

EKNE Annual Workshop

"Government to People—
People to Government"
June 23-25, 1965
Washington, D. C.

WASHINGTON, D. C.—The nation's capital in Washington, D. C., will be the setting for the Annual Workshop of the Department of Elementary-Kinderergarten-Nursery Education. Scheduled for June 23-26, the workshop will be organized around the theme, "Government to People—People to Government".

Highlights of the annual workshop will be a briefing at the State Department, a reception at the White House, interviews with congressmen on Capitol Hill, and observation of a legislative hearing and educational committees at work, and an overview of the nation's capital by a night illuminated tour of the national shrines.

Another highlight of the work sessions will provide opportunities to study an area of government and people in depth. Small groups led by experts will explore such topics as: international affairs, history, education, science and technology, social agencies and housing.

Teachers, principals, supervisors, superintendents, college instructors, and students will have opportunities to utilize the rich resources of Washington, D. C., seeing their government at work and to learn about the interdependency of government and people.

For further information and registration forms write to EKNE, 1201 Sixteenth Street, N.W., Washington, D. C. The Workshop will be limited to 300 participants.

Now It Can Be Told

OFFICE OF URBAN SERVICES — NATIONAL EDUCATION ASSOCIATION

NEA's Drive for Passage of the Education Act of 1965 Succeeds; AFT is Still Polling its Members

On Sunday, April 11, 1965, President Johnson signed the **Elementary and Secondary Education Act of 1965**; it is now the law of the land. Passage in both houses of Congress has been by huge majorities — in the Senate, on April 9, and in the House, on March 26. With \$1.3 billion of new federal support, it will extend educational opportunities for children of all ages — pre-school through high school. A new chapter in education will now begin and America's future looks brighter.

Every Member of Congress Knows NEA's Position Re Support for HR 2362; So Does the President

Since the current session of Congress convened last January, NEA has been hard at work to secure funds for elementary and secondary education this year. After carefully comparing the provisions in the Administration's proposals with NEA policy as determined by the Representative Assembly, the NEA Legislative Commission gave it prompt and unequivocal support. During the past three months, NEA and its affiliated state and local associations provided massive and continuous support for the passage of H.R. 2362.

● More than 265 NEA members, from all parts of the country—including NEA officers, officers and staff members of NEA affiliated state and local associations—came to Washington in weekly relays to work for passage of the Bill. These NEA members testified before Congressional committees; visited

with Congressmen and Senators from their states and districts; provided information to underscore the fiscal needs of their districts; went back home and lined up the backing of their governors, of influential segments of the public, and of the profession. They conducted their drives on a non-partisan basis. This was doubtless one of their major contributions to winning votes which did cross party lines.

● Under NEA auspices, over 220 NEA members and professional leaders poured into Washington and met with President Johnson, at his invitation. They pledged their support for the Education Act and made that fact public on a nation-wide basis. That meeting with President Johnson was filmed. NEA then promoted the film, **President Johnson: Teacher in the White House**. Immediately, scores of showings were conducted by NEA affiliates and members of the teaching profession, as well as PTAs and school boards. Thus, the public could see and hear the President for themselves.

OUTLINE OF "ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965"

TITLE I — EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES: 1966 approximately \$1.06 billion. Designed to encourage and support the establishment, expansion, and improvement of special programs, including the construction of school facilities where needed, to meet the special needs of educationally deprived children of low-income families. Public school dis-

tricts would be eligible for payments for programs designed to meet the special educational needs of children in school attendance areas having high concentration of disadvantaged children. In these areas, the school district would design special educational services and arrangements, including those in which all children in need of such services could participate. These special programs include dual enrollment (shared services) arrangements, educational radio and television, mobile educational services and equipment, remedial education, preschool or afterschool programs, additional instructional personnel, equipment and facilities, and others judged necessary for improving the education of disadvantaged children. Local educational agencies would be eligible for payments equal to one-half the average per pupil expenditure in that State multiplied by (a) the number of children (aged 5-17) in families having an annual income of less than \$2,000; and (b) the number of children in families receiving payments over \$2,000 under the program of Aid to Families with Dependent Children. For the second and third year Congress would determine the "low income factor." Federal funds made available under this title would be used essentially for improving the education of educationally deprived students. States and local educational effort must be maintained.

TITLE II—SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS: 1966—\$100 million provides for a 5-year program to make available for the use of school children school library resources and other

printed and published instructional materials including textbooks. A State plan would provide for a method of making available materials for the use of all school children in the State. Title to all of these materials and control and administration of their use would be vested only in a public agency. Materials purchased with Federal funds would, when made available for use of students in nonpublic schools, be the same as those used or approved for use in the public schools of the State.

TITLE III — SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES: 1966—\$100 million proposed a 5-year program to provide vitally needed educational services not available in sufficient quantity or quality in elementary and secondary schools and to develop and establish exemplary elementary and secondary school educational programs to serve as models for regular school programs. Special personnel, equipment, and other costly educational services not normally available in most schools would be made available in centers for the widest possible participation of the entire community.

TITLE IV — EDUCATIONAL RESEARCH AND TRAINING; TO COOPERATIVE RESEARCH ACT OF 1966: \$45 million authorizes the training of research personnel and improved dissemination of information derived from educational research development. Authority would be granted to utilize the research competence of research organization not now eligible to contribute to the program, such as private non-collegiate research organizations and professional association. In addition, the program would provide for the construction and operation of research facilities to improve the quality of teaching in our schools and for the purchase of research equipment.

TITLE V — STATE DEPARTMENTS OF EDUCATION: 1966 \$25 million. Proposes a 5-year program to stimulate and assist in strengthening the leadership resources of State educational agencies. The State educational agency would identify educational needs of the State and design programs to meet these needs.

NEA Plans Conference On Best Use of Federal Funds for Education

WASHINGTON, D. C., April 9 —The National Education Association moved swiftly today and issued a call for a national conference of NEA leaders to lay out a program aimed at making the most effective use of the House-Senate passed \$1.3 billion aid to education bill.

Announcement of the conference, planned later this month, came on the heels of today's Senate vote approving the far-reaching elementary and secondary education measure.

Dr. William G. Carr, executive secretary of the NEA, said the conference will deal with "making the most effective use of the additional federal funds for the purposes the President and Congress had in mind."

Most of the \$1.3 billion allocated in the first year under the new law is earmarked for children in schools serving low income families. Slightly more than \$1 billion will be distributed to more than 90 percent of the nation's school districts under this phase of the bill.

Grants will be made on the basis of the number of children in families earning less than \$2,000 a year, as well as families whose welfare payments exceed \$2,000. The grant will amount to one-half the average statewide per pupil expenditure for each child.

Mrs. Hatton Appointed To State Office

Congratulations to Mrs. Henrietta C. Hatton of Henderson, North Carolina, who has been appointed Chairman of the Commission on Professional Rights and Responsibilities of NCTA, succeeding Mrs. Elizabeth Koontz, who will assume the post of President of the NEA-DCT in June.

Mrs. Hatton is a six grade teacher of the Kittrell Graded School where she has served for twenty-four years. She is President of the Henderson Unit of the Classroom Teachers Association. She has worked with the Commission on Professional Rights and Responsibilities for three years.

Mrs. Hatton is a graduate of Winston-Salem Teachers College, and she has pursued further study at North Carolina College at Durham, and Elizabeth City State College.

She is a member of the United Presbyterian Church, Henderson; and a member of the Daughters of Isis.

Congratulating President Johnson on the House action, NEA Executive Secretary William G. Carr said in a telegram the outcome brought new hope for the children of America and new promise for the nation's future. "In behalf of America's teachers who have worked so long and ardently through the National Education Association to bring about this result," Carr's message added, "may I express heartfelt thanks for your inspired leadership which has brought their cause so near to successful fruition?"

Estimated Distribution of Funds

To Counties For Elementary and Secondary Schools

Under Title I of HR 2362-S 370

NORTH CAROLINA

Less than \$2,000 annual income

County	Population, aged 5 to 17	Amount	Percent of total popu- lation, aged 5 to 17
Alamance	2,898	\$ 463,680	13
Alexander	929	148,640	21
Alleghany	876	140,160	44
Anson	2,535	405,600	32
Ashe	2,570	411,200	46
Avery	1,285	205,600	37
Beaufort	4,346	695,360	40
Bertie	2,967	474,720	38
Bladen	3,073	491,680	32
Brunswick	2,091	334,560	34
Buncombe	6,804	1,088,640	21
Burke	2,178	348,480	16
Cabarrus	2,709	433,440	15
Caldwell	2,340	374,400	17
Camden	579	92,640	35
Carteret	1,715	274,400	22
Caswell	1,865	298,400	29
Catawba	2,534	405,440	13
Chatham	1,804	288,640	24
Cherokee	2,056	328,960	43
Chowan	1,138	182,080	32
Clay	828	132,480	51
Cleveland	4,321	691,360	23
Columbus	5,271	843,360	33
Craven	3,924	627,840	25
Cumberland	7,203	1,152,480	19
Currituck	499	79,840	29
Dare	534	85,440	38
Davidson	3,140	502,400	15
Davie	929	148,640	21
Duplin	5,234	837,440	42
Durham	4,463	714,080	17
Edgecombe	4,726	756,160	27
Forsyth	6,539	1,046,240	14
Franklin	3,449	551,840	40
Gaston	5,039	806,240	14
Gates	1,127	180,320	41
Graham	745	119,200	37
Granville	2,826	452,160	30
Greene	2,432	389,120	43
Guilford	7,430	1,188,800	12
Halifax	5,834	933,440	31
Harnett	4,471	715,360	32
Haywood	2,533	405,280	24
Henderson	2,408	385,280	27
Hertford	2,198	351,680	32
Hoke	1,526	244,160	28
Hyde	791	126,560	49
Iredell	3,376	540,160	20
Jackson	1,684	269,440	35
Johnston	7,589	1,214,240	40

Less than \$2,000 annual income

County	Population, aged 5 to 17	Amount	Percent of total popu- lation, aged 5 to 17
Jones	1,291	206,560	36
Lee	1,611	257,760	21
Lenoir	4,857	777,120	29
Lincoln	1,675	268,000	21
McDowell	1,540	246,400	21
Macon	1,821	291,360	43
Madison	2,400	384,000	53
Martin	2,962	473,920	33
Mecklenburg	8,712	1,393,920	13
Mitchell	1,491	238,560	38
Montgomery	1,269	203,040	24
Moore	2,849	455,840	27
Nash	5,701	912,160	30
New Hanover	4,069	651,040	21
Northampton	2,962	473,920	34
Onslow	3,512	561,920	20
Orange	1,966	314,560	21
Pamlico	937	149,920	31
Pasquotank	1,843	294,880	27
Pender	2,167	346,720	37
Perquimans	1,077	172,320	40
Person	2,186	349,760	28
Pitt	7,385	1,181,600	35
Polk	1,023	163,680	34
Randolph	2,908	465,280	18
Richmond	2,892	462,720	24
Robeson	9,921	1,587,360	33
Rockingham	3,733	598,880	20
Rowan	3,415	546,400	16
Rutherford	3,210	513,600	26
Sampson	5,736	917,760	38
Scotland	2,227	356,320	26
Stanly	1,937	309,920	18
Stokes	1,875	300,000	31
Surry	3,433	549,280	26
Swain	964	154,240	38
Transylvania	1,044	167,040	23
Tyrrell	631	100,960	46
Union	2,980	476,800	23
Vance	2,955	472,800	31
Wake	8,275	1,324,000	20
Warren	2,440	390,400	36
Washington	1,108	177,280	26
Watauga	1,990	318,400	45
Wayne	7,037	1,125,920	31
Wilkes	3,792	606,720	29
Wilson	5,481	876,960	32
Yadkin	1,767	282,720	30
Yancey	1,678	268,480	41
Total	303,106	\$48,496,960	24

Recent History and Present Status of NEA Policy and Program As Related to the Educational Phases of Civil Rights

I. Policy Against Discrimination in Education

Many years before the Supreme Court decisions of 1954 and 1955, the National Education Association Platform and Resolutions included a policy of flat opposition to any form of educational discrimination affecting either students or teachers. Immediately after the 1954-55 decisions, the Delegate Assembly urged that citizens approach the integration of all groups in the public schools in a spirit of good will and respect for law, and expressed the opinion that the problems associated with integration could be solved at state and local levels. Later, the Association went on record in explicit support of the Supreme Court decisions. In doing so, the Association also declared that the protection of human rights is the highest duty of our government, that there are dangers in

unrestrained and unlawful protests of judicial decisions, and that free public education must be maintained. This, in brief, is the present policy.

The Representative Assembly has also directed the officers and staff of the Association to do all in their power to maintain free public education, to reduce hostility, and to protect teachers whose professional rights may be menaced.

II. Constitutional Absence of Racial Barriers

1. Eligibility of Membership
Membership in NEA has always been open to qualified persons without regard to race. Article 1, Section 1 of Bylaws reads:

"Any person who is actively engaged in the profession of teaching or other education work, or any other person interested in advancing the cause of educa-

tion, shall be eligible for membership in the National Education Association of the United States . . ."

2. Selection of Cities for Annual Meetings

The Bylaws require that the annual meeting of the NEA be held in cities where delegates can receive maximum equality of treatment in such matters as meals and housing. Article VI, Section 1, of Bylaws (1951) reads:

"Stated meetings of the Association, and of all Departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instruction of the Board of Directors, provided, however, that in choosing the site for these meetings only

FAYETTEVILLE STATE COLLEGE

FAYETTEVILLE, NORTH CAROLINA

Offers A Varied Summer Session In A Culturally Centered Community

Two-Weeks Session	June 7— June 19
Three Weeks Session	June 7— June 26
Six-Weeks Session	June 7— July 17
Nine-Weeks Session	June 7—August 7

Special Seminars And Workshops In Advanced

Far Eastern History	Science	Audiovisual Education
Liberal Arts	Elementary Education	Secondary Education
Secretarial Sciences	Driver Education	Fine Arts

FULLY ACCREDITED

For Information And Materials — Write:

D. W. Bishop
Director of Summer School
Fayetteville State College
Fayetteville, North Carolina

those cities shall be considered where it is possible to provide a maximum degree of equality for the housing, feeding, seating at the meetings, and for the general welfare of all members of this Association."

III. Officers and Staff Selections Advance Racial Groups

1. Selection of Officers

Six Negroes are Members of the NEA Board of Directors
Alabama S. J. Whisenhunt
Florida Gilbert L. Porter
Georgia Charles L. Butler
Maryland

Elmer T. Hawkins
North Carolina

John H. Lucas
Virginia

Mrs. Carrie R. Brown
Negroes have been appointed or elected to important offices on the executive committee of the Department of Classroom Teachers and the Association for Higher Education; on the National Commission for Professional Rights and Responsibilities; Ethics Committee; National Commission on Teacher Education and Professional Standards. Examples include:

Elizabeth Koontz, Salisbury, North Carolina, is President-elect of the Department of Classroom Teachers, the largest group in the NEA, includes 830,000 teachers or 92% of the NEA's membership. Mrs. Koontz is also a member of the NEA's National Commission on Professional Rights and Responsibilities.

Edna Griffin, Philadelphia, Pennsylvania, former President of the Philadelphia Teachers Association, and now a member of NEA's National Commission on Professional Rights and Responsibilities.

John W. Davis, Institute, West Virginia, served on National Commission for Defense of Democracy Through Education—1946-52; was chairman in 1950-51; 1951-52.

George W. Gore, Tallahassee, Florida, served on National Commission for Defense of Democracy Through Education—1952-53 through 1957-58; was chairman in 1956-57; 1957-58.

2. Staff Appointments

The NEA has been awarded a citation by the Urban League of Washington, D. C., for pioneering in opening up its staff to appointments without racial barriers. The NEA staff is recruited, assigned, and promoted solely on the basis of ability. There are at present 112 Negro staff members, 13% of the employed staff in 33 staff units.

IV. Illustrations of NEA Actions in Crises Cases Involving Discrimination

1. Little Rock, 1959.

During the crisis in Little Rock the NEA, concerned by reports of efforts to bring about the dismissal of teachers without just cause, committed itself to the payment of the contracts of the high school teachers, the sum involved being approximately one-quarter of a million dollars. The promise of continued financial support by the NEA when 44 teachers, Negro and white, were threatened with expulsion from their jobs sustained these teachers at a most critical time.

The following quotation from the President of the Little Rock Classroom Teachers group indicates the significance of the role played by the NEA at the time of their difficulties:

"From personal experience I know that the NEA has been acutely concerned with our problem in Arkansas. When the high schools were closed in Little Rock year before last, the high school teachers were naturally concerned about their future. The teachers, approximately 25 percent of whom were Negroes, needed positive assurance that their means of livelihood would be forthcoming. In consultation with the officers and staff of the National Education Association, we were assured that the NEA would do whatever was necessary to see that the contracts of the high school teachers would be paid regardless of what happened.

This involved a potential commitment of approximately one-quarter of a million dollars. When an attempt was made to purge 44 of the Little Rock teachers, and I was one of them, many questions as to our future security arose. Again, in consultation with the officers and staff of the National Education Association we were assured that whatever it took in the way of financial support to preserve our personal and professional security would be forthcoming from the NEA. The NEA has been of constructive assistance to us in ways which are far more significant than the wording of a resolution."

2. New Orleans, 1960.

NEA extended an offer of interest-free loans to unpaid New Orleans teachers without regard to race in December, 1960 when it appeared that the local board of education would not be able to meet its payroll schedule. All requests for loans by teach-

ers in New Orleans were honored. The availability of such loans was an incalculable aid in restoring the teachers' sense of security during the troubled period.

Resolution adopted by the NEA Board of Directors read as follows:

"RESOLVED, that not to exceed \$250,000 from the Reserve for Future Emergencies be allocated at once for the purpose of making interest-free loans to members of the teaching profession in situations of undue hardship created by the inability of a local board of public education to meet its payroll on schedule."

3. Prince Edward County, Virginia, 1963.

The NEA worked for the return to school of the Negro children, and a few white children, deprived of an education because the public schools were closed from 1959 to 1964. NEA members through their affiliated associations contributed \$75,000 for the operation of the Prince Edward County Free School Association set up for the 1963-64 school term to provide schooling for these children whose education had been neglected for four years. NEA staff aided in the recruitment of teachers for the Free Schools as well as in financial contributions. Referring to his position as Superintendent of the Free Schools Neil Sullivan commented that the Free Schools would not have been able to open on schedule without the assistance of NEA. In October, 1963, the NEA filed an *amicus curiae* in the case of *Griffin vs. School Board of Prince Edward County*. In May, 1964, the Supreme Court handed down the decision ordering Prince Edward County to reopen its

public schools on a desegregated basis.

4. Giles County, Virginia, 1964. Request for assistance submitted by VTA-NEA members in Giles County, concerning the case of seven Negro teachers dismissed because of school district reorganization, was granted by the NEA DuShane Defense Fund Committee.

The Committee adopted the following motion: "That substantial subsistence be granted in proportional amounts to be determined as the costs occur from time to time."

5. Enfield, North Carolina, 1965.

NEA and the state teachers association are helping Mrs. Willa C. Johnson, Negro teacher of English for 12 years in the T. S. Inborden High School in Enfield, N. C., dismissed by school board in April, 1964.

Mrs. Johnson appealed her case to a Federal Judge asking that the court direct the school board to rehire her. She contends her dismissal was due to her efforts to aid her husband who had filed as a candidate for town commissioner and their joint efforts to register colored citizens.

The NEA DuShane Defense Fund Committee has given an outright grant of \$1,200 for subsistence and \$1,000 for legal expense to Mrs. Johnson to assist her pending a court decision.

V. Racial Membership Provisions in Professional Associations

The policy of the NEA with regard to racial membership restrictions in professional organizations is clear. The Association has officially commended the removal of such restrictions. It affiliated the separate Negro associations many years ago on their own formal re-

quest. Thus, before the Supreme Court ruling of May 17, 1954, separate affiliates for Negro and white teachers existed in 18 states, including the District of Columbia.

By 1963, that number had been reduced from 18 to 11. The 1963 Representative Assembly urged the state and local associations concerned to establish consultative committees to facilitate the removal of the remaining membership restrictions and offered NEA assistance. The 1963 Representative Assembly also requested that the Joint Committee of the NEA and the American Teachers Association consider whether and under what conditions it would be desirable and feasible to merge the two associations.

Here are some of the events which have taken place since the summer of 1963:

1. In August 1963 the executive secretary invited leaders of the dual associations to meet to discuss means by which the Detroit motion might be implemented. Because a number were unable to attend, the meeting at that time was reluctantly postponed.
2. In November 1963 the National Association of Secretaries of State Teachers Associations conducted extensive discussion of this matter. Secretaries of several states explained how they had abolished membership restrictions and unified the two organizations.
3. In January 1964 the NEA-ATA Joint Committee met in Washington. It voted to set up a sociological study of steps necessary for a merger of the two organizations. In February 1965, the executive secretary of the NEA received a copy of the resolution passed by the Joint Committee of the NEA-ATA urging action by the govern-

ing bodies of the NEA and the ATA leading to merger of the two groups not later than December, 1966.

4. In February 1964 members of the NEA Board of Directors from the Southeastern states met in Atlantic City to consider the implementation of the motion adopted by the Representative Assembly in Detroit.
5. In May 1964 invitations were again extended to the 22 associations in the 11 states to meet in Louisville, Kentucky. Eighteen of the 22 were represented, together with selected Northern and Western states known to have a special interest in this problem. The meeting assessed progress made during the year with regard to the motion adopted by the Representative Assembly in Detroit, shared experiences, and developed understandings concerning the problems and viewpoints of the associations involved.
6. From April through June of 1964, Dr. James McCaskill, assistant executive secretary for state and federal relations, personally visited the state and local officers in all of the 11 states to discuss the relationship between the dual associations and to offer NEA assistance in any cooperative ventures.

The 1964 Representative Assembly adopted the following language as a part of Resolution 12:

"... the Representative Assembly instructs the officers and directors of the National Education Association—

- a. To direct all local, district, and state associations affiliated with the National Education Association to take immediate steps to remove all restrictive membership requirements dealing with race, creed, or ethnic groups.

- b. To take immediate action to develop plans to effect the complete integration of all local and state affiliates whose memberships are now limited to educators of specifically designated racial, religious, or ethnic groups.

Affiliates whose memberships reflect the above-mentioned restrictions shall be given until July 1, 1966, to revise their constitutions and bylaws, where necessary, to take whatever steps are required to expedite the complete removal of all restrictive labels, and to present a plan to effect the complete integration of their associations.

Should an affiliated association fail to comply with these requirements by July 1, 1966, the Executive Committee shall have the discretionary powers to take necessary action."

In January, 1965, the NEA Consultant for Locals at the request of the executive secretary held a workshop at the NEA staff building in Washington, D. C., for officers of local associations which have merged or are considering such a step.

The aim of the Conference was to develop guidelines which may be helpful to other associations, in a report which will be issued. This group discussed the problems faced, constructive ways of dealing with them, and the roles of state and national associations in providing assistance.

The NEA is ready to assist any state or local association requesting its services on these problems.

VI. Progress Achieved by State Affiliates of the National Education Association

In addition to refusing to allow racial barriers in its national organization membership, all autonomous white and Negro local teachers association affiliated with the National

Education Association in the border states of Delaware, Maryland, Kentucky, West Virginia, and Missouri have been merged. The only state Negro association outside the South, in Oklahoma, was disbanded in 1963-64.

The Florida Education Association (April, 1964) and the Texas State Teachers Association (October, 1964) removed all racial restrictions from their governing documents.

The North Carolina Education Association will vote on a similar step this spring.

Tennessee Education Association recently voted to allow those local associations which are integrated to be affiliated with the TEA.

In Arkansas, there have been no written membership barriers. After the motion adopted by the 1963 NEA Representative Assembly, the Arkansas Education and the Arkansas Teachers Association moved quickly to set up a Joint Committee. This Committee has now agreed upon basic policy, identified problems of common concern, and developed plans for a united approach. NEA assistance has been requested and provided.

The only states in which racial restrictions still exist are North Carolina, which will vote on the issue next spring, Alabama, where there are restrictions in both associations, the Georgia Education Association, the South Carolina Education Association, the Mississippi Education Association, and the Louisiana Teachers Association.

Active exploratory work is going forward in some of these states.

The progress in recognizing the professional status of Negro teachers in the Southern states is revealed by the fact that each of the following southern states entitled to two NEA

(Continued on Page 35)

GUEST ARTICLES

AN APPROACH TO IMPROVING THE TEACHING OF ELEMENTARY SCHOOL MATHEMATICS

James H. Zant
Oklahoma State University

Is there anything new in the teaching of elementary school mathematics or arithmetic? There may be, in spite of all the volumes which have been written about it!

For a long time psychologists and measurement specialists have told us that objectives must be stated in terms of performance-based behavioral patterns. Has this been done for elementary school mathematics? Almost always the answer is, "No." We do find objectives listed in courses of study and teachers' manuals on "Content material," such as, "Understanding addition and subtraction with two-, three- and four-digit numerals, with and without regrouping," "Learning what the number 7 means," and the like. Many textbooks say nothing, but plunge into a series of activities for the children, which are performance-based, and by which they apparently expect the child to "learn what the number 7 means," or some other vaguely implied objective. They do want and expect a modification of behavior, but it is difficult to guess exactly what modification is expected.

Furthermore, the psychologists or learning theorists suggest a definite procedure for designing and creating blocks or units of learning material for elementary school mathematics, or for any other subject matter. This may be summarized as follows:

- . Specify the objectives of the material in terms of behaviors which can be measured.
- . When this has been done, materials should provide for individual differences so that students of varying abilities can achieve the objectives.
- . Materials should be tested and revised, if necessary, until data can be provided to insure that the objectives are attained with the intended audience.

It is, of course, important that the objectives of elementary school mathematics be considered very carefully, and stating them in terms of behaviors which can be measured is difficult and time consuming. This task will take the best efforts of all those interested in improving the teaching of elementary school mathematics.

Given a sound set of objectives, a program or set of materials for teaching any segment of mathematics is considered successful if the children's behavior is modified in terms of the stated objectives. It is considered unsuccessful if behavior is not so modified.

Is such a procedure for constructing teaching material acceptable to mathematicians, teachers and mathematics educators? It was considered acceptable to a widely representative group of 36 such people in a recent meeting.¹ Though the project which sponsored this conference was organized to study the use of new educational media in the improvement of the teaching of elementary school mathematics, it recognized that it must first establish objectives, a way of stating them and some procedure for

developing the teaching material to be presented by some media.

The term "new educational media" is not specifically defined and limited in the National Defense Education Act of 1958. However, for the purposes of this project, it is considered as limited to media of communication, and to include television, motion pictures, single concept films, film strips, projectuals, programmed instruction, and the like.

The Conference also considered the most effective use of various ways of presenting mathematics in the elementary school classroom. The group was unwilling to accept the use of a single media or mode of presentation continuously, even through a single class period, as the most effective teaching procedure. Of course, good teachers came to the same conclusion long ago. In the use of new media then, it makes sense to use whatever is most effective for different things the teacher must do. Among the things used will be her own presentation at appropriate times.

Hence, it is expected that if teaching material tested for effectiveness of student learning is available, the classroom teacher can make intelligent choices as to what to use during the time a student or a class is studying a particular lesson or topic. The things the teacher uses might be television, films (long or short ones), program-

¹ First Positional Conference, Chicago, January 14, 15 and 16, 1965. *Project for the Improved Use of Newer Educational Media in Elementary School Mathematics*, James H. Zant, Project Director. Sponsored by the National Council of Teachers of Mathematics and supported by a grant from the Office of Education of the U. S. Department of Health, Education and Welfare.

med instruction, film strips, overhead projectuals, and the like. This may be called an *instructional system*, and it is sometimes referred to as the *systems approach* to teaching. The systems approach to teaching allows the flexibility which every teacher needs to provide for the specific problems of her own class. We refer here to such things as the background of the students, individual differences, their abilities and capabilities, needs of the local community and the like.

A systems approach also implies that there will be available a number of elements and media dealing with various parts of the topic or lesson and so designed and tested that the teacher can make use of those elements which will most effectively produce learning. Such material does not exist to any great extent at present, and its development must be based on much wisdom, experimentation and research. However, this project agrees to this scheme as a working procedure and accepts the responsibility of exploring specific ways to accomplish the task.

Programmed instruction itself is one element which has proved useful in producing learning in the classroom. It does represent a new concept of commitment and responsibility for learning. It is based on a careful statement of the objectives desired, and if the pupil does not learn from the program presented, it is not considered that this is his fault, but that the fault lies with the program or the programmer. Hence, the program is revised or it is rearranged; it may even be discarded and a new one written.

This does not mean that all programmed instruction which now exists is good or even that this will be so in ten years. However, the technology exists, and good programs can be pro-

duced if objectives are stated clearly in behavioral terms, and if the needed development, experimentation and research are carefully planned and executed.

The careful research, development and experimentation that has been done in recent years has produced a technology of programmed instruction which provides a model or a basis for developing effective learning programs through other media as well. It has been said that "the flurry of activity during the first decade of teaching machines and programmed learning has obscured the central issue: the impact of the experimental analysis of behavior on education."

Since programmed instruction is based on experimental analysis, then what we may call *programmed instruction based media* becomes a way of developing effective learning programs through any media.

In this manner, good teaching programs using media or other teaching materials can be produced. This project also accepts the responsibility of making this procedure explicit. It will take the best efforts of mathematicians, teachers, learning and measurement specialists and media specialists, working as a team, to develop these materials, but we are convinced that it can be done.

AS WE GO TO PRESS

From "Libby"

"I sincerely appreciate the thoughtfulness and generosity of the North Carolina Teachers Association as exhibited by the gift of American Tourister luggage presented at the convention. I shall indeed be an American tourist—touring the places where NEA members are and their interest lie, and speaking in their behalf. I know of no gift that I appreciate any more than this.

NCTA's pride can best be shown in the active, vigorous informed programs and leadership during the coming years. My thoughts will be with NCTA always, and my activities will continue to promote NCTA and her interests."

Sincerely,

LIBBY KOONTZ

(Mrs.) Elizabeth D. Koontz

A SURVEY OF THE HOME ECONOMICS TEACHERS' OPINIONS OF THE ANNUAL PROGRAM OF WORK

Mrs. Marie C. Moffitt

Assistant State Supervisor of Home Economics Education
Division of Vocational Education, North Carolina

Over the years the planning of the annual Program of Work has been a state wide responsibility for vocational home economics teachers. The program has consisted of information about school history, school personnel, community resources, program objectives, and suggested experiences to accomplish the goals.

The program outline was developed by homemaking teachers of western North Carolina and has served as a guide for new and experienced teachers.¹ For the past decade the program outline has been relatively consistent and stable. However, in the past year many teachers with which the supervisor talked during visitation and while attending various conferences began to question the significance of continuing parts of the established program outline. Therefore, it has been realized increasingly that in order for the home economics program to move forward in terms of effective planning, leadership, and general growth, a study should be made to ascertain the overall effectiveness of what the program was attempting to get accomplished.² This survey is the essence of that effort.

1 For more details of the program of work outline, the reader is referred to Moffitt, Marie C. "The multiple values of homemaking education", *American Vocational Journal*, January, 1958, pp. 14-15.

2 Kimball Wiles, *Supervision For Better School*; 2nd edition, Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1961, p. 292.

Method

During the latter half of the 1963 school term the opinions of sixty-one vocational home economics teachers working in the western counties of North Carolina were surveyed. Fifty-five home economics teachers returned the checklist. These teachers were asked to check a rating scale which was divided into three parts: the school, the community, and the objectives of the program (referred to in the study as the program). For each item within the parts of the checklist, the teachers were asked to check whether the parts of the program were of great value, little value or no value.

These responses were analyzed in terms of the percentage of preferences. When at least fifty-one per cent of the responses were in agreement that part of the program was considered as acceptable. When the percentage was less, that part of the program was thought to be unacceptable.

Presentation of Data

Given in the Table are those items which the majority of the teachers felt were of greatest help to them in planning the suggested program for the

school year. In the section of the rating scale dealing with the school, the philosophy was important to have in setting the stage, but not information about officials, school personnel, and school history. Establishing objectives, recognizing personal worth, and furthering their education for strengthening the program in the future were important. Contrastingly, conditions of space and equipment, and planning for five years in advance were insignificant. With respect to the community these teachers were basically concerned with the type of community, health facilities, and home visitations to help with the needs of the people. They did not attach much value to a knowledge of commercial, recreational, and religious facilities in the planning of their work activities.

Finding and Implications

This survey of Home Economics Teachers in western North Carolina counties revealed that the major concerns in planning a Program of Work were: (1) Information about philosophy of school, (2) Designing the objectives of the home economics program, (3) Discovering myself and my worth to others, (4) Furthering pupils training

for future roles, (5) The type of community, (6) The health facilities, and (7) Visiting the homes.

They rejected the following items in the program as being of questionable value to them: (1) Information about the history of the school, school personnel and officials, (2) Commercial, recreational, and religious facilities, and (3) Planning as affected by conditions of space and equipment and planning five years ahead of time.

As a basis for planning functional programs, present and future teachers can use to good advantage information of the different ways in which families live in their homes. Too, the survey findings suggest that family members do appreciate visitation by teachers to determine the extent of home economics and social economic needs. These findings indicate that times and conditions have changed and perhaps certain items can be omitted from the Program of Work. Too, educational practitioners may give consideration to allowing teachers more flexibility in planning the annual Program of Work for their local schools.

TABLE
Checklist Items Which Were Of Great Value, Little Value Or No Value

	Great Value	Little Value or No Value
THE SCHOOL	Information about philosophy of school	Information about officials and school personnel Information about a brief history of the school
THE PROGRAM	Designing the objectives of the home economics program Discovering myself and my worth to others Strengthening pupils' education for future roles	Planning as affected by the conditions of space and equipment Making future plans for the program five years in advance
THE COMMUNITY	The type of community The health facilities Visiting the homes to determine the extent of home economics and social economic needs	The commercial facilities The recreational facilities The religious facilities

PROVIDING FOR INDIVIDUAL DIFFERENCES IN SCIENCE INSTRUCTION

By Lela Ruth Hankins, Assistant Professor of Biological Sciences and Science Education
Bennett College, Greensboro, N. C.

For educational purposes, students in any classification are unlike. From this proposition two corollaries can be derived. Namely: (1) that each student requires an adequate inventory of his existing equipment before his further education can be suitably planned, and (2) that students, even of apparently similar attainment, should be treated with sufficient flexibility to insure for each the opportunity to satisfy the needs and manner of growth that are strictly personal to him.

I. HISTORICAL BACKGROUND

Individual differences among people have long been recognized. Plato, nearly four centuries B. C., divided his ideal society into three classes: Workers, protectors, and rulers. He believed that persons suited to each class should receive education for the fullest development of their personalities. Quintillian, shortly after the Christian era, wrote that masters should observe differences in ability and inclinations of persons they instructed, for the "forms of mind are not less varied than those of bodies". Jesus recognized the principle of individual differences and adjusted his teaching methods to the needs, conditions, and capacities of those with whom he came in contact. His treatment of the woman taken into adultery is different from his treatment of the rich young ruler. His approach was always determined by the nature of the occasion and the needs of the individual or the group.

It was not, apparently, until 1796, that individual differences in mental abilities were first brought under the microscope, but literally, the telescope. It was in that year at the Greenwich Astronomical Observatory in England that one of the observers who recorded the instant of time at which stars crossed the lines on the telescope lenses was discharged because his observations consistently differed slightly from those of his colleagues. In 1816, however, it was discovered



by an astronomer who read an account of this incident that an error of observation, called the "personal equation" characterized the work of all observers and that the amount of error varied from person to person and also in the same person from time to time. As a result, by 1822, astronomers were recognizing and allowing for this difference among observers in their reaction time.

Since individual differences are as old as the human race, it is the task of each person responsible for steering students into desirable channels of life to clearly define these differences, and make provisions for proper adjustments.

II. PROVISIONS FOR INDIVIDUAL DIFFERENCES

Vives advocated that teachers should study each pupil individually and adapt the work each is to pursue to his individual interest and ability. He even suggested that the pupils enter school a month in advance so that their capacities might be studied thoroughly by the teacher in charge.

Individual differences may be provided for by employing the following methods:

- I. Grouping
- II. Variegated Testing
- III. Individual Instruction

In grouping, we should remember to expect many differences, even within the groups, and to consider the well-being of each individual. There are many methods of grouping. Among these are:

1. Ability Grouping
2. Interest Grouping
3. Friendship Grouping

In ability grouping, one of the best indexes is probably a composite result of previous tests taken by students such as achievement, aptitude, and intelligence. In some cases of ability grouping, one may be tempted to assign a student who is slow to learn in a high group to stimulate his educational growth. This may prove successful in some situations, but may tend to discourage the student and leave him in a poorer state.⁶

"One may be tempted, too, to give high status to the students who are attractive, well-dressed, well-mannered, and from good homes. Here is a situation where you must be stern. The purpose of grouping is not to grant favors to some, but to make wise arrangements for each."¹

There are times when we group students because of necessity. For example, there were several students in my chemistry class who did not understand why a substance like water did not ignite like kerosene. In this situation, I held one private session with the students and explained to them the chemical composition of each substance. It was clearly understood that water had already combined with as much oxygen as possible, whereas, the composition of kerosene makes

it capable of combining with oxygen. The combining of oxygen with a substance is necessary for the production of an ordinary flame. The fact that water is the product of previous burning was also explained. After the students received a thorough understanding of combustion, the special group was no longer necessary.

It is the opinion of some educators that interest is a much better basis for grouping than is commonly recognized. There are many students who are slow to learn in courses that are primarily theoretical, but perform exceptionally well in laboratory courses such as Industrial Arts and Home Economics. Any student, bright or dull, is likely to perform at his best when he is in a group working on some project simply because he is interested in it.

"For some purposes, friendship and cogentiality are the best cement. A school room ought to be an easygoing, happy place where good pals can get together now and then to tackle a problem. This can be overdone, of course. Important, long-range groups probably shouldn't have friendship as their focal point; though one can amiably watch it from the corner of his eye in forming any group."⁴

Other methods of student grouping may be examined, such as alphabetical, heterogeneous, intraclass and interclass special interest grouping; however, those already discussed will serve to indicate the variety of plans that may be used.

Careful attention to individual differences will require the use of frequent variegated testing as a means of appraising the students' mastery of what has been taught. It is the opinion of some educators that if the student answers all of the test items, he has not been tested adequately. They believe that this will only give an index to what degree the student could have successfully answered other test items.

It is also a common practice to give the gifted students a greater number of test items or study questions than the dull pupils. Assigning the students a greater number of problems of equal difficulty does not provide for individual differences, but the gifted students, should be given more work such as reports, newspaper articles, and research topics on specific problems to provide opportunities for them to delve more deeply into the subject matter under consideration.

III. OUTCOMES, CONSIDERATIONS, AND RECOMMENDATIONS FOR GROUPING

Outcomes, recommendations for those who may use a method of grouping, and considerations that should be kept in mind are as follows:

1. Group work permits greater individual practice than is possible in the regular class group.
2. Grouping increases the rate of learning, especially in large classes.
3. Grouping tends to eradicate some of the inattention and poor discipline.

Usually, the best method of meeting individual differences is through work with small groups in the regular class. The following considerations should be kept in mind in organizing small group instruction:

1. The group should have common needs as determined by the classroom analysis of the students' abilities.
2. Grouping should be flexible.
3. Small groups should begin gradually.
4. Small-group work demands care in planning the assignments.
5. In preparing the lesson plan, a list of pupil needs should be at hand.
6. All exercises to be used in small-group work should first have been demonstrated by the classroom teacher.

At this point, I would like to make the following observations and recommendations:

1. Teachers should use grouping more extensively.
2. Teachers usually expect too much from grouping.
3. No matter what type of grouping is used, the student will never be grouped homogeneously because each student represents an individual difference.

In the praiseworthy attempt to care for individual differences among school children, two false assumptions have prevailed. The first of these involves a misconception of common factors in learning. Teachers have been more concerned with those factors which indicate what the average accomplishment of the child should be at a specific age and grade level, than with what the child can do in spite of his handicaps and these factors. The experts in intelligence and achievement testing have quite properly developed a norm, or the average score that a child should make on each test in comparison with other children of the same age and state of education progress. Such a test of information is indeed valuable for diagnostic and comparative purpose, but teachers have interpreted this average as the standard, with the purpose in view of pulling every child up to it if possible. On the other hand, they have not taken into account that these norms were established arbitrarily as standards for ourselves and our children. In short, teachers frequently used these results to standardize

the educational products of the school, rather than to individualize them. One bad result of this procedure has been the neglect with which the brighter pupils in the schools have been treated; the major effort has been to pull up to the norm as far as possible those pupils who are retarded, or who indicate less capacity according to an intelligence scale. It is unwise for educators to be concerned primarily with the average and the below average students at the expense of the gifted pupils.

The second false assumption that educators have made is found in the wide-spread practice of making allowances for individual differences in the schools. This procedure is dangerous also. For example, when a student rates no more than 88 on an intelligence scale, the teacher is prone to conclude that he is not capable of passing certain subjects, or of profiting from the study of the same. Therefore, the student is put to work on other subjects or areas of study that are considered less difficult. Many pupils who are less able mentally have been found to be more able manually or in creative activities such as drawing, the building of machines, and the understanding of human nature and society. The school is losing a real opportunity when it does not capitalize upon the contributions these students can make to the class, and upon the growth they can achieve from mastering normal activities in a group of their peers.

When provisions for individual differences are met adequately, students will develop so as to write and speak clearly and effectively, to deal competently with numbers and figures, to think critically and constructively, to judge discriminatingly and observe carefully, and to appreciate and respect personal and cultural differences. The foregoing traits are necessary for well adjusted, educated individuals, who are in great demand.

REFERENCES—

- 1 Henderson S., *Introduction To The Philosophy Of Education*, (Chicago: The University of Chicago Press, 1952).
2. Jordan, A. M., *Education Psychology*, (New York: Henry Holt & Company, 1952).
- 3 Knight, E., *Twenty Centuries Of Education*, (Boston: Ginn & Company, 1940).
- 4 Mann I., "Teachers Responsibility: Understanding Group Behavior," *Bibliography of Education*, Vol. 81. (November, 1960), 171-173.
- 5 Oliver, D. V., "Educating Citizens For Responsible Individualism," *National Council of Social Studies Yearbook*, 1960, 201-107.
- 6 Wilson, F. T., *Learning Of Bright and Dull Children*, (New York: Teachers' College, Columbia University. Contribution to Education No. 292, 1959).

More Honors For Dr. John R. Larkins



A Service of Dedication for two buildings at the State Training School for Girls at Kinston, North Carolina, was held Sunday, April 25. The buildings were named for the late Mrs. Lula Spaulding Kelsey, and for Dr. John R. Larkins, Consultant, State Department of Public Welfare. The late Mrs. Kelsey was President of the Federation when the State Training School for Girls was established and began its operation.

Dr. Larkins worked closely with the N. C. Federation of Negro Women's Clubs, members of the legislature, and other groups in the enactment of legislation to establish the institution and to secure appropriations to operate it.

The citation for the late Mrs. Kelsey was made by Mrs. Ida H. Duncan, past president, North Carolina Teachers Association. Mr. W. R. Collins, chairman, Advisory Board of the North Carolina Board of Juvenile Correction presented the citation for Dr. Larkins.

In behalf of the member of NCTA we congratulate Dr. Larkins on the great strides which he in continuing to make in his area and many other fields. Also we pay tribute to the late Mrs. Kelsey for the honors bestowed upon her.

Special In-Service Teacher Education Program

Summer Institute Programs 1965

Division of Professional Services

State Department of Public Instruction

Raleigh, North Carolina

I. PROGRAMS PROVIDING SELECTED ACADEMIC COURSES

SPONSORING INSTITUTION	DIRECTOR OF INSTITUTE	ADDRESS OF INSTITUTION	SUMMER TERM(S)
Appalachian State Teachers College	Dr. J. F. Bozard Dean of the College	Boone, N. C.	Two 6 weeks each
Atlantic Christian College	Dr. Lewis H. Swindell, Jr. Dean	Wilson, N. C.	Two 6 weeks each
Charlotte College	Dr. Phillip D. Vairo, Chm. Department of Education	Charlotte, N. C.	One 6 weeks
East Carolina College	Dr. Robert W. Williams Asst. Dean of the College	Greenville, N. C.	Two 6 weeks each
Elizabeth City State College	Dr. George H. Walker, Jr. Director, Summer School	Elizabeth City, N. C.	One-6 weeks One-3 weeks
Fayetteville State College	Dr. D. W. Bishop Director of Summer School	Fayetteville, N. C.	One 6 weeks
Mars Hill College	Dean Ralph M. Lee Director of Summer School	Mars Hill, N. C.	Two 6 weeks each
North Carolina College	Dr. C. L. Patterson Director of Summer School	Durham, N. C.	One 9 weeks
North Carolina State University	Dr. Jack Suberman Director of Summer Sessions	Raleigh, N. C.	Two 6 weeks each
North Carolina Wesleyan College	Dr. Raymond Bauer Director of Summer School	Rocky Mount, N. C.	One 6 weeks
Pembroke College	Dr. Herbert Oxendine Director of Summer Session	Pembroke, N. C.	Two 6 weeks each
Pfeiffer College	Dr. Cameron West Dean of the College	Misenheimer, N. C.	Two 6 weeks each
St. Andrews Presby. College	Dr. Louis LaMotte Director of Summer School	Laurinburg, N. C.	Two 6 weeks each
University of North Carolina at Chapel Hill	Dr. J. S. Gaskin Director of Summer Session	Chapel Hill, N. C.	Two 6 weeks each
University of North Carolina at Greensboro	Dr. J. W. Kennedy, Director Summer Session	Greensboro, N. C.	Two 6 weeks each
Wake Forest College	Dr. Henry Stroupe, Director Div. of Graduate Studies	Winston-Salem, N. C.	Two 6 weeks each
Western Carolina College	Dr. R. M. Ainsley Asst. Director, Extension Div.	Cullowhee, N. C.	Two 6 weeks each
Wilmington College	Dr. Harold Hulon, Chm. Department of Education	Wilmington, N. C.	Two 6 weeks each

II. SPECIAL INSTITUTES

SPONSORING INSTITUTION	DIRECTOR OF INSTITUTE	ADDRESS OF INSTITUTION	DATES	SUBJECT
A. & T. College	Dr. G. C. Royal, Dean Graduate School	Greensboro, N. C.	June 14-July 9	Humanities
Appalachian State Teachers College	Dr. Charles A. Fountain School of Agriculture	Greensboro, N. C.	6 weeks beginning June 14	Earth Science
Campbell College	Dr. J. F. Bozard Dean	Boone, N. C.	First Term 6 weeks	Political Science
Duke University	Dean A. R. Burkot Dean of the College	Buie's Creek, N. C.	June 14-July 21	Earth Science
East Carolina College	Dr. Olan Petty Director of Summer Session	Durham, N. C.	June 12-July 17 June 17-July 2	English Mathematics
Lenoir Rhyne College	Dr. Robert Williams Asst. Dean	Greenville, N. C.	First 6 weeks	Music Political Science
UNC-G, Extension at Asheville-Biltmore College, Asheville	Prof. G. R. Patterson Director of Summer Session	Hickory, N. C.	June 7-June 19	Mathematics
	Dr. Jos. Bryson, Director Extension Div., UNC-G	Greensboro, N. C.	July 5-July 24	Economics
	Dr. Walbert W. Kaemfer Dean of the Faculty Asheville-Biltmore College	Asheville, N. C.		
Vagabond School of the Drama	Robroy Furquhar Director	Flat Rock Playhouse Flat Rock, N. C.	June 30-July 12 July 14-July 28	English and Drama

III. ADDITIONAL INFORMATION CONCERNING SUMMER INSTITUTE PROGRAMS

1. All of the summer institutes listed are co-sponsored by the Special In-Service Teacher Education Program. State aid is limited to tuition. Eligible teachers accepted by the institution may take approved courses tuition free provided the courses are completed. In some cases the institution collects tuition in advance and refunds it later.
2. Public school teachers under contract for 1965-66 are eligible to participate upon written recommendation of the employing superintendent. Superintendents should send letters of recommendation and certification of contract status direct to the institution.
3. Selection of participants will be made by the sponsoring institution in accordance with the admission requirements of the institution. Priority will be given to teachers who have not been to college in recent years.
4. Applications should be secured from and submitted to the Director of the Institute of the sponsoring institution.
5. All courses and institutes except the Vagabond School of the Drama offer college credit. The Drama workshops will carry two units of credit applicable to second and subsequent renewal of class A and higher certificates.
6. All inquiries concerning housing, type of college credit, prerequisites for courses, and other eligibility requirements should be sent to the Director.
7. A complete description and listing of offerings may be obtained from the Director and/or the summer catalog of the sponsoring institution.

(Continued from Page 27)
directors has elected one white and one Negro director: Alabama, Florida, Georgia, North Carolina and Virginia.

VII. Progress Achieved by Local Affiliates of the National Education Association

Virginia—Arlington County, Fairfax County, and Alexandria have merged the former dual associations.

In Virginia, the VTA again urged merger with the VEA. The VEA voted to accept Negroes who are members of integrated locals.

Dade County, Florida—The

former dual associations were merged in June, 1963.

Pinellas County, Florida—partially merged—The Pinellas County Classroom Teachers Association is open to Negro teachers but the Pinellas County Education Association continues to exist to serve as a local association for Negro administrators who can not join the PCCTA.

Corpus Christi, Texas—Negro teachers never had a local association in Corpus Christi. They are now eligible to join the Corpus Christi Classroom Teachers Association as dues paying and voting members.

Maryland—Seven counties with dual associations have merged within the past two years. Financial assistance was provided by NEA and MSTA. The two remaining counties are in the process of implementing merger plans.

Tennessee—In Davidson County (Nashville), teachers of four local associations (two Negro and two white, 3,000 members in all) have merged. Many locals in Eastern Tennessee have always been integrated. Knox County, Dickson, and Chattanooga have now merged. Knoxville is in the process of merging.

Some Sources of Scholarships, Fellowships, and Loans For Negro Students*

National Programs

Alpha Phi Alpha Fraternity, Inc.

Approximately seven awards will be made to high school graduating seniors, both men and women, for the school year 1965-66. All other awards are limited to members of the fraternity. Non-Negro students may apply and qualify, but almost all of these awards in the past have gone to Negro students. The principal selection criteria are: financial need, promise for community service and scholastic achievement. The number and the amounts of the awards vary from year to year. Applications for the fall semester must be filed by May.

For further information write to Dr. Oscar W. Ritchie, Kent University, Kent, Ohio.

Catholic Scholarships for Negroes, Inc.

This program is not restricted to Catholics and non-Catholics have been given scholarships. The number of scholarships in any one year depends on the donations received in that year. Applications are received up to the end of January of the year students intend to enter college. **The application list for the year 1964-65, however, is already closed.** Write to Mrs. Roger L. Putnam, President and Treasurer, 254 Union Street, Springfield, Massachusetts 01105.

The Cooperative Program for Educational Opportunity

The Cooperative Program seeks to assist students of every race, religion and background who for various reasons have limited their own educational horizons. The major part of the

program thus far has focused on Negro students. It is a referral agency, sponsored by the institutions listed below and seek to encourage students with proven ability and motivation to submit applications to one or more of these colleges or to the College Admissions Center, Evanston, Illinois. The program offers guidance and advice from the college viewpoint in addition to that received from the high school guidance counselor. These colleges, while their admissions standards are high, are not beyond the reach of many talented and successful students who make the error of counting themselves out without giving it a try. **Financial need** should never be a barrier to application. At some of these colleges one third or more of the student body receives financial aid each year; assistance is available at all in the form of gift scholarship, loan and job. At some colleges the policy is that every student admitted who needs financial aid receives the necessary amount. For students who prefer to seek opportunities outside the fifteen colleges, the Co-operative Program will, through its liaison with the College Admissions Center, expose academic and personal records to many more colleges in all parts of the nation. **Time is an important factor** and students can have their application on file as early as their junior year.

Application questionnaires can be obtained from:

The Cooperative Program for Educational Opportunity
17 Hillhouse Avenue
New Haven, Connecticut
06520

Colleges Participating:

THE IVY GROUP

Brown, Providence, R. I.
Columbia, New York City
Cornell, Ithaca, N. Y.
Dartmouth, Hanover, N. H.
Harvard, Cambridge, Mass.
Princeton, N. J.
University of Pennsylvania, Philadelphia, Pa.
Yale, New Haven, Conn.

THE SEVEN COLLEGE CONFERENCE

Barnard, New York City
Bryn Mawr, Bryn Mawr, Pa.
Mount Holyoke, South Hadley, Mass.
Radcliffe, Cambridge, Mass.
Smith, Northampton, Mass.
Vassar, Poughkeepsie, N. Y.
Wellesley, Wellesley, Mass.

*This listing should be used in conjunction with "A Selected List of Major Fellowship Opportunities and Aids to Advanced Education"—also available from the Education Program of the Ford Foundation.

The Eleanor Roosevelt Scholarship Program

This is a program of the CORE Scholarship, Education and Defense Fund, Inc. Students of all races are eligible for scholarships, but preference is given to students who have been **actively involved in the civil rights movement**. The scholarships are awarded to students who have been admitted to an accredited college, and cover tuition and/or living expenses, depending on need. The maximum amount for one academic year is \$1,500, although in exceptional cases, a supplementary grant of up to \$500 may be made. Grants may be renewed for subsequent years upon application, but no guarantee can be made. Application forms can be obtained from

CORE SEDF, 150 Nassau Street, Room 1312, New York, N. Y., 10038, and must be filed by May for the fall semester and by November 1 for the spring semester.

Howard University, Washington 1, D. C.

A program for foreign service careers (See Graduate Fellowships). Funds from the Field Foundation and Carnegie Corporation will support the undergraduate phase of the program.

National Achievement Scholarship Program for Outstanding Negro Students

This new program, conducted under a \$7 million grant from the Ford Foundation seeks to identify, honor and encourage superior academic attainment. In 1964-65 the program's first year, 200 students will win four-year scholarships worth \$1,000 each, which may be increased according to need to as much as \$6,000. Another 400 finalists will find their chances for college greatly enhanced by their high standing in this competition. **Apply through your High School Principal or Guidance Counselor** to the National Achievement Scholarship Program, 990 Grove Street, Evanston, Illinois 60201. **The nomination list for 1965 awards is now closed** since the deadline for the fall semester was December 10, 1964. Nomination deadline for 1966 awards: April 30, 1965.

National Scholarship Service and Fund for Negro Students

The primary purpose of the NSSFNS is to offer college advisory services to students through their schools and their guidance counselors. It helps academically qualified girls and boys to obtain admission and scholarship assistance at interracial institutions of their choice. NSSFNS has, however, also established a Supplementary Scholarship Fund. This Fund is designed to provide

supplementary financial assistance to Negro high school seniors who are awarded college or other scholarships, but who are unable to take advantage of these awards without additional financial assistance. Supplementary scholarships are awarded up to \$600 per student per year in accordance with need and scholastic achievement and are renewable for the sophomore and junior years. Inquiries should be addressed to the National Scholarship Service and Fund for Negro Students, 6 East 82nd Street, New York, N. Y., preferably in the spring of the junior year but no later than the early fall of the senior year in high school.

Polytechnic Institute of Brooklyn, Brooklyn, N. Y.

The Institute has commenced during the current school year, 1964-65 an experimental program for Negro students who wish to graduate in electrical engineering. They are especially interested in enrolling students from southern Negro high schools and offer remedial summer courses before enrollment in the regular Institute course. Three such students have been accepted for the 1964-65 academic year and for these students all costs of tuition and maintenance will be covered. The program is mostly supported by financial aid from industry and expansion of the program will depend on expansion of such financial support. Inquiries should be addressed **through your guidance counselor or school principal to the Institute.**

Rockefeller Foundation Scholarship Aid for Negro Students

A three-year trial program to increase the discovery of talented Negro and other minority group students and to improve their undergraduate education. During the period of 1964 to December 31, 1970, students under this program will enter

three successive classes and be aided for four years. At Antioch College students under this program will enter three successive classes and be aided for five years and the period will run from 1964 to December 31, 1971. Further information can be obtained by writing directly to the colleges.

Antioch College, Yellow Springs, Ohio

Carleton College, Northfield, Minn.

Grinnell College, Grinnell, Iowa

Oberlin College, Oberlin, Ohio

Occidental College, Los Angeles, Calif.

Reed College, Portland, Ore.

Swarthmore College, Swarthmore, Pa.

Roosevelt University

Funds from the Edward A. Filene Good Will Fund for a number of four-year scholarships will provide \$1,500 a year for Negro and American Indian students wishing to study in the College of Business Administration. Further information from Roosevelt University, 430 South Michigan Avenue, Chicago 5, Illinois.

Texas Southern University— School of Business, Houston, Texas

Fifteen four-year scholarships will be available, through a grant from the Ford Foundation, for a five-year period to School of Business students. The criteria of selection will include scores in the examinations of the American College Testing Program and the College Entrance Board, and a recommendation from the high school principal or guidance counselor. **All applications should be made through your guidance counselor and the application deadline is March 1st of each year.**

United Negro College Fund

This is a voluntary, non-profit organization of private colleges which are attended primarily by Negroes. Each of the participating colleges is fully

accredited by the Southern Association of Colleges and Schools as well as by other accrediting agencies. A publication is available from the UNCF entitled "Information for Applicants to Colleges in the United Negro College Fund;" It provides basic information on the colleges and also information on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. Most of the UNCF colleges will be using the SAT scores as a basis for admissions and/or scholarships. Approximately one-half million dollars in scholarship aid is available at these colleges. Write to United Negro College Fund, 22 East 54th Street, New York 22, N. Y. Additional Note:

Apart from the institutions already mentioned, a number of colleges have now committed themselves specifically to admission and scholarship programs for the most needy. Among these are the University of Michigan, Wayne State, Michigan State, University of California at Los Angeles, and Wisconsin University.

***UNDERGRADUATE—**

Regional Programs

City College, New York

Residents of New York City

City College plans to admit students from low-income families, who may not have the grades ordinarily required for admission, but who show strong "motivation, leadership, and creativity." Financial, tutorial and other assistance will be available to enable these "special matriculants" to succeed in college. Further information can be obtained from City College through your guidance counselor or high school principal.

Inland Steel — Ryerson Foundation, Inc.

Residents of Chicago

This foundation is working in the Chicago area to interest

industry in programs of Roosevelt University and the University of Chicago Graduate School of Business. Through these programs companies would award scholarships to capable Negroes and provide summer employment to acquaint students with the corporate environment. For further information write to the Inland Steel—Ryerson Foundation, 30 West Monroe Street, Chicago 3, Illinois.

Interracial Scholarships Committee of Greater Hartford Residents of Hartford

\$8,300 was available in 1964 for scholarships for local Negroes and other minority group pupils. \$7,500 will be available in 1965. For further information contact the Hartford Foundation for Public Giving, 621 Farmington Avenue, Hartford 5, Connecticut.

Kansas City Special Scholarship Program Residents of Kansas City, Mo.

This program is administered by the Public School District of Kansas City, Missouri, from whom further information can be obtained. Its main concern is with high school graduates who indicate some potential for college, but who are confronted with severe economic and social obstacles. A large percentage of the students taking part in the program are Negroes.

Northeastern University Residents of the Greater Boston Area

A program supported in part by a grant from the Fund for the Advancement of Education, an affiliate of the Ford Foundation. Scholarships are available for Negroes from the Greater Boston area who can qualify to enter the University's cooperative work-study program and pilot study in the use of College of Education undergraduates as aides in high school remedial reading courses. Further information from

Northeastern University, Boston 15, Massachusetts.

Rockefeller Foundation Scholarship Aid for Disadvantaged Students Graduates of Southern High Schools

Scholarship aid for graduates of southern high schools is available at the following universities. This is not exclusively a Negro program. For further information write directly to the universities.

Duke University, Durham, N.C.
Emory University, Atlanta, Ga.
Tulane University, New Orleans, La.

Vanderbilt University, Nashville, Tenn.

GRADUATE—

National Programs

*This listing of regional programs is obviously not intended to be comprehensive, *but it will suggest the type of regional program that may be operating in your city or state.

Howard University

This university has established a new program to prepare minority group college students, particularly Negroes, for **foreign service careers**. Supported by a Ford Foundation grant, it is planned to prepare 100 Foreign Affairs Scholars over the next four years; \$4,000 fellowships will be available for a year's study at graduate schools throughout the country. For further information write to Howard University, Washington 1, D. C.

National Medical Fellowships, Inc.

Fellowships of one year are available for male Negro students who are United States citizens, for the study of medicine. Tuition is covered, plus additional assistance as needed. Selection is based on the Medical College Admissions Test and there are ten fellowships available each year. Predoctoral fellowships are also awarded in the Biological and Physical Sciences for 9-12 months (\$150

-\$200 per month) to Negroes who are United States citizens. Applicants must have master's degree or equivalent. Loans and fellowships are given for advanced training of physicians. For further information write to National Medical Fellowships, Inc., 951 East 58th Street, Chicago 37, Illinois.

Law Students

Under the auspices of the Massachusetts Bar Association, loans are available for Negro law students at the following colleges.

Boston College, Chestnut Hill, Mass.

Boston University, Boston, Mass.

Harvard University, Cambridge, Mass.

Suffolk University, Boston, Mass.

Opportunity Fellowships Program


Fellowships are awarded for graduate and professional study in many fields. Awards are for a full year of serious work, in this country or abroad and range to a maximum of \$3,000, depending on the nature of the program and the financial need of the candidate. The competition is open to Negroes and other minority groups, who are United States citizens. Approximately 50 fellowships have been awarded each year and completed applications must be filed not later than December 15. Inquiries should be addressed to Opportunity Fellowships, John Hay Whitney Foundation, 111 West 50th Street, New York, N. Y.

Southern Education Foundation


Full-year graduate fellowships are available for college teachers at George Peabody College, Nashville 5, Tennessee, and at nine southern state universities.

University of Alabama, University


Now available




**MUTUAL
FUND, Inc.**



**MUTUAL
FUND, Inc.**



**MUTUAL
FUND, Inc.**



**MUTUAL
FUND, Inc.**

**EDUCATORS FUND
MANAGEMENT CORP.**

1101 17th Street, N.W.
Washington, D.C. 20036

Distributor

The NEA Mutual Fund

A Mutual Fund formed primarily for members of the National Education Association of the United States and affiliated state associations.

The Investment Advisor to the NEA Mutual Fund is Standard and Poor's.

It is hoped by the Management of the Fund that the money you invest will grow, and it will take calculated risks to try to make this so. If you are interested, write for a prospectus.

MAIL THIS COUPON TODAY!

*Educators Fund Management Corp.
1101 17th Street, N. W., Washington, D.C. 20036
Please send me a prospectus of
NEA Mutual Fund, Inc.*

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP NO. _____

Not offered for sale in Virginia and a few other states.
NCE 5

University of Arkansas, Fayetteville

University of Florida, Gainesville

University of Kentucky, Lexington

University of North Carolina, Chapel Hill

University of Oklahoma, Norman

University of Tennessee, Knoxville

University of Texas, Austin

University of Virginia, Charlottesville

In the academic year 1964-65 there were fifty fellowships, thirty of which were to go to Negroes. For further information write to the institutions listed.

The Herbert Lehman Education Fund

(Continued on Page 40)

SUMMER CALENDAR

1 9 6 5

May 15 — Annual Pilgrimage, Hammocks Beach Corporation

June 18-22 — Student NEA Conference, Washington, D. C., sponsored by College Students of NEA

June 22-25 — Teacher Education and Professional Standards Conference, NEA, New York

June 26 — NEA Day World's Fair

June 27-July 3 — NEA Annual Convention, 103rd Annual Meeting, New York City

July 25-28 — American Teachers Association—Annual Convention, Hot Springs, Ark.

August 12-15 — NCTA-NEA Twelfth Annual Leadership Conference, The Hammocks, Swansboro

A NOTE OF THANKS

May I take this opportunity to thank all of you across the state for your vote in the recent election. As vice president of the North Carolina Association of the Classroom Teachers, it is my sincere hope that I can be of real service to the Association and help to make it the best it can become in a changing society. In order to do this we need your continued support

and cooperation. May we count on you?

Sincerely yours,
"Cathy" Broadnax

SOME SOURCES OF SCHOLARSHIPS

(Continued from Page 39)

10 Columbus Circle, Suite 2030
New York, New York 10019
Special Director: Dr. John W. Davis

Purpose: The purpose of this Fund is to aid Negroes in entering recently desegregated state colleges and universities in the south.



THE NORTHWESTERN PROFESSIONAL SCHOOL WOMEN'S CLUB was organized October 2, 1952 in Statesville, North Carolina, with Mrs. Geneva B. Miller the first president. Other members of the organization who have served as president are Miss Zetta Pinkstone, Mrs. Izola Fleming, Mrs. Lucille Forney, Miss Estelle Young, Mrs. Ester Moore, Mrs. Nettie McIntosh, Mrs. Hattie Coley, Mrs. Vivian McDuffie, Mrs. Frankie Carson and Mrs. L. T. Horton, presently serving. The organization meets once a month and is governed by their by-laws. The participating counties are Burke, Catawba, Iredell, and Caldwell.

Some of the activities carried out by the club include: Scholarships to worthy students amounting to \$1,000 yearly; A social affair for members and guests; Personal contributions have been made to burned out families; Contributions toward rehabilitation of soldiers; An Educational tour has been planned for the current year and Christmas cheer to orphans.

During the eleven years of organization the club has sought to execute some worthwhile achievements which annually culminates in the spring ball.

The NCTA Credit Union

"Save With Us, Borrow From Yourselves"
"Your Partner In Progress, Your Friend In Need"

Last Dividend Mammoth 5%, Maximum Loan Rate 6%
Shares and Loans Are Insured By Cuna Mutual

SUPPLEMENTARY APPLICATION FOR LOAN

Name _____ Date _____
Spouse _____
Mailing Address _____
Home Address _____
How long at this address _____ Teaching Position _____
School Name _____ School Location _____
How long in this position? _____ How long in Teaching Profession _____
Name of County or City Administrative Unit _____
Number of Dependents _____
(Check One) Are you married? _____ Single _____ Divorced _____
Do you own or are you buying your home? _____ An Automobile? _____
Give three business credit references; one must be your bank reference. (Banks and Finance Companies that you have borrowed from are MOST HELPFUL.
1. Bank _____ Location _____
2. _____ Location _____
3. _____ Location _____

The above statements are made for the purpose of obtaining the loan, and are true to the best of my knowledge and belief.

Signature of Applicant

Normal Loan Limit—\$500.00. Amount Desired \$ _____ Preferred Date, Initial Payment _____
10% Share Requirement to Borrow; After your initial \$10.25 or \$5.25 via money order, we will deduct this amount from the loan if you qualify. Practically all with continuous bank credit will qualify and 50% of those dealing with finance companies.

General Policies—1. We will accept the savings of members' immediate families with the same dividend rate for all. 2. We check references of members we do not know for loans. 3. Co-signer is required. Our loan officers render decisions on loans up to \$200.00, the credit committee up to \$500.00 and the Board of Directors up to \$1,000.00. 4. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett Street, Raleigh, N. C. 27601

Application Blank For New Members

Name _____ Home Address _____
Mailing Address _____
Teaching Position _____ School _____
Location _____ Social Security No. _____
Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65-69 _____
(For Insurance Purposes)
Number of shares (\$5.00 each) _____ Total _____
Joining Fee \$0.25 _____ Total amount submitted _____
District _____ Local Unit _____
Date _____ Signature _____



This is when you want something more than a soft drink.
Nothing soft about the taste of Coca-Cola... lifts your spirits—boosts your energy.

things go
better
with
Coke



COPYRIGHT © 1995, THE COCA-COLA COMPANY. "COCA-COLA" AND "COKE" ARE REGISTERED TRADE-MARKS WHICH IDENTIFY ONLY THE PRODUCT OF THE COCA-COLA COMPANY.

AT Teachers Record

OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION

NOV 15 1965

Serials Sec., Acquisitions Dept.
Library
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, N. C. 27515



Themes:

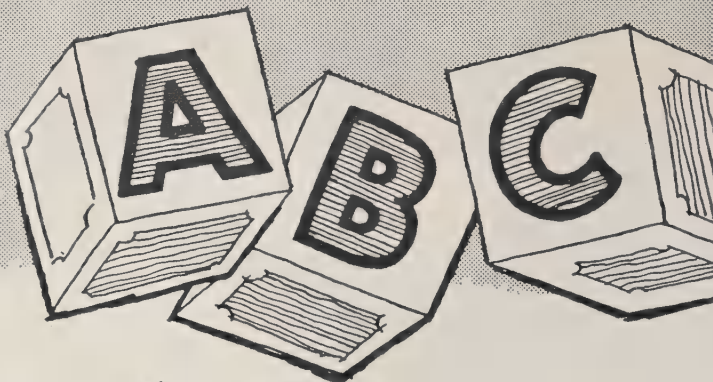
Opportunity For Responsibility

NEA Department of Classroom Teachers

"Free To Teach"

National Education Association

As Easy as



to order your books

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.

Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Birchard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK
If it's used in North Carolina — We have it!

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

FIFTY-FOUR YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina
prompt, accurate, and economical handling of your school book and supply orders.

1965

North Carolina
SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street

Telephone 832-3321

Raleigh, N.C.

ELLIOTT B. PALMER
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER

Mrs. Elizabeth D. "Libby" Koontz, President of the NEA Department of Classroom Teachers and Richard D. Batchelder, NEA President compare notes on the programs of their themes "Opportunity for Responsibility," and "Free to Teach," respectively.

—Photo Courtesy of NEA-DCT

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Seven Hundred Copies

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXV

OCTOBER, 1965

NUMBER 4

C O N T E N T S

GENERAL

	Page
The President's Message	3
Editorial	6
Classroom Teachers News	38
Motions Carried	43
Membership Report	48

SPECIAL FEATURES

President Johnson Expresses Concern	4
Capsule NEA's 103rd Convention	5
Teacher Employment	8
A Report of the NEA Convention in Lyrics	10
"Terry Sanford Award" Announced	14
Hammocks Beach Corporation Expansion Program	15
At the Leadership Conference	16
North Carolina Teachers Support "Million Dollar Fund"	19
WCOTP Report	20
Teachers' and State Employees' Retirement System	49

ARTICLES

An Appraisal of Leadership In Elementary Education	31
Visiting Scientists Program Expands	34
Our Obligation to the Boys and Girls We Teach	36
NCTA Credit Union	42

ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Mutual of Omaha	37
Noble and Noble Publishers, Inc.	55
NCTA Credit Union	Inside Back Cover
Coca-Cola Bottling Company	Outside Back Cover

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. S. E. Duncan, President	Salisbury
Mr. M. M. Daniels, Vice President	Wilson
Dr. Nelson H. Harris, Treasurer	Raleigh
Mrs. Geneva J. Bowe, Recording Secretary	Murfreesboro

SPECIAL OFFICERS

Dr. Lafayette Parker	
Immediate Past President	Winston-Salem
Mrs. Margaret W. Wilson	
President, Association of Classroom Teachers	Kings Mountain
John H. Lucas	
State NEA Director	Durham
Mrs. Elizabeth D. Koontz	
President, NEA Department of Classroom Teachers	Salisbury

ELECTED MEMBERS

O. N. Freeman, 1966—Charlotte
J. H. Twitty, 1966—St. Pauls
King A. Williams, 1966—Winfall
S. O. Jones, 1967—Greensboro
Mrs. L. P. Burton, 1967—Asheville
Mrs. L. B. Daniel, 1967—Raleigh
T. V. Foster, Jr., 1968—Goldsboro
W. O. T. Flemming, 1968—Goldsboro
J. H. Wooten, 1968—Goldsboro

DISTRICT PRESIDENTS

Coastal Plain	A. D. Smith, New Bern
East Piedmont	G. L. Foxwell, Raleigh
North Central	L. H. Moseley, Gumberry
Northeastern	Francis H. Mebane, Farmville
Piedmont	J. C. Duncan, Yanceyville
Southeastern	Bruce Hargrove, Maxton
Southwestern	J. A. Clarke, Charlotte
Western	LeRoy Campbell, Statesville

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Margaret Wilson, Kings Mountain
A. Department of Elementary Teachers—Samuel Poole, Elizabeth City
1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
B. Department of Secondary Teachers—Robert W. Boley, New Bern
1. Section of English Teachers—C. C. Lipscombe, Raleigh
2. Section of Foreign Language Teachers—Mrs. Cynthia Smith, Durham
3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
4. Section of Mathematics and Science Teachers—Clarence New-some, Ahoskie
C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
D. Department of Retired Teachers—(Unreported)
A. Department of Home Economics Teachers—Mrs. Eloise Branch, Knightdale
B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
C. Department of Industrial Education Teachers—W. B. Thornton, Durham
1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
E. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
1. Section of Driver Education—Isaac Barnett, Greensboro
F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
G. Department of Extension Education (with Vocational Agriculture)
H. Department of Librarians—Mrs. Arabella Bryant, New Bern
I. Department of Guidance—Mrs. Edythe Tweedy, Rocky Mount
J. Department of Bible Teachers—Mrs. E. Merritt Pratt, Durham
K. Department of Art Teachers—Mrs. Helen Daniel, Durham
L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville

Division of School Administrators and Supervisors—F. J. Corbett, Rocky Point
A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
B. Department of Principals—S. B. T. Easterling, Ellerbe
1. Section of Elementary Principals—C. D. Marsh, Angier
2. Section of High School Principals—R. S. Cooper, Pantego
3. Section of Junior High School Principals—O. F. Hudson, High Point
4. National Association of Secondary School Principals—S. O. Jones, Greensboro
Division of Higher Education—L. H. Robinson, Greensboro
A. Department of Administration—(Unreported)
B. Department of Instruction—Charles A. Ray, Durham
C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Elliott B. Palmer, Executive Secretary
Mr. Fred D. McNeill, Jr., Field Representative and Treasurer—Manager NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Association of Class-room Teachers
Mr. W. R. Collins, Field Agent, Hammocks Corporation
Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations, and Research
Mrs. Della P. Perry, Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Miss Clementine McQuaig, Secretary to Executive Secretary—NCTA
Miss Tabitha Pettiford, Secretary-Stenographer
Miss Ludie Butler, Secretary to the Field Representative
Mr. James Jones, Building Custodian

Meetings

ANNUAL CONVENTION DATE

March 31 - April 1, 1966

Raleigh Memorial Auditorium

1966 ANNUAL NEA MEETING

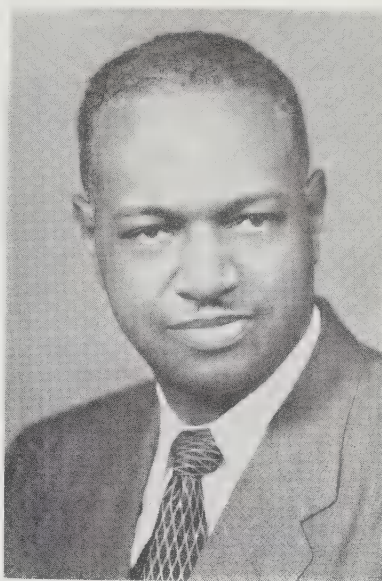
The 1966 annual meeting of the National Education Association will take place in Miami Beach from June 26 through July 1. The theme, selected by President Richard D. Batchelder is "Free to Teach."

RETRACTION

In the September Newsletter in the article "One Association?", it was stated that the North Carolina 1965 Legislature passed a bill dealing with the pressuring of teachers for professional membership. This statement is corrected to the extent that the legislature considered this bill and has not finalized its passage.

E. B. Palmer

The President's Message



Dr. S. E. Duncan

Greetings:

We enter another school term mindful of the contribution of our Association to educational progress and with a high degree of cooperative spirit as we sense an increasing opportunity for responsibility. In all of this, the improvement of instruction and curricula in the interest of the children we serve remains the focal point of our educational organization.

No time since the beginning of the North Carolina Teachers Association has there existed the present need for accepting responsibility as problems and opportunities increase in number and kind, with the movement of people from the rural to the cities, the advancement of science and technology, and the increasing momentum of democratic action. In the early days of the Association some of the great concerns were the erection of school houses, school bus transportation, split school terms, school attendance affected by the distance from home to school and farming, the raising of funds with which to buy educational equipment and materials, and the employment of qualified teachers who would serve in the rural communities. By comparison, it was thought that the urban schools occupied a more favorable position and needed much less attention from the Association. The plight of the urban schools has changed tremendously with an increase in juvenile delinquency, the growth of slum areas, the lack of skilled labor, experimentation in education without the existences of qualified staff to implement related recommendations, the rise in the expectation of the gen-

eral public as to the effectiveness of the schools, and organized attacks upon education in general. Recently the improvement of education in rural areas, the organization of county wide local associations and the programs of the district associations have tended to weld rural and urban locals into one whole with a feeling of belonging and responsibility for progress.

In conjunction with the growing consciousness of unity among the local associations has come an increasing similarity of program emphases including among other things, individual needs, testing programs, pressure on scholastic achievement, problems concerning the integration of children in the schools, time to teach and the welfare of teachers and administrators. All of these effect the education of children as do other emphases that follow.

To better meet the needs of children we must make better use of the services and publications of the local administrative units; NCTA, NEA and other educational organizations. The attack on poverty has been accompanied by services and funds scarcely dreamt of a decade ago. The abundance of available materials might provide the basis for the establishment of a Materials Center in NCTA.

Another of the Association's emphasis is the Hammocks, which constitutes a symbol of educational progress for serving our youth and those who instruct them. The present effort of the Hammocks Board to secure voluntary contributions for its further development is most neces-

sary and should be supported not only for its impact on the education of and recreation for youth, but for its value to the members of NCTA.

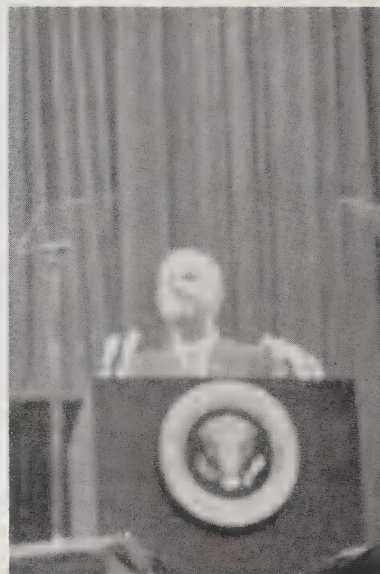
We have been requested also to support the Million Dollar Fund for Teacher Rights which was established to protect the human and civil rights of teachers without regard to race, creed or color. The attacks on the profession and teachers make support of the fund necessary.

It is better, where the need exists, for teachers to carry their cases to the courts than to the streets. Other projects are underway which are also concerned with teacher welfare. As an example, the Task Force sponsored by NEA has for its purpose the discovery of the extent to which Negro teachers are losing their jobs as a result of the integration of their pupils, the extent of their re-employment and means by which the qualifications of some might be improved.

Those who are interested in the progress of the South and believe that education is one of the great forces on which it depends, can sense the importance of the supply of qualified teachers, the smooth transition in the integration of schools and the orderly process of merger in the unification of teacher associations in the southern states for a unified profession. The present trend in the distribution of a small number of Negro students throughout the grades of white schools does not cause the loss of teachers to be felt as much as will be the case if teachers are lost when Negro pupils are integrated in great numbers. Those who would explore the possible effects and dire results of this have only to observe the humanitarian aid being given to displaced teachers by cities in other parts of the nation, and the offers of universities to help them become adjusted in other educational systems. It is believed that the South can ill afford to lose qualified teachers in terms of its needs, its economy and the competition for qualified teachers in the days near at hand. Should such happen, all of the children of all the people will suffer.

Finally, a united profession can best serve the interest of children and its self. As a manifestation of our interest in the unity of the local, State and National approach, approximately 11,500 members of NCTA hold membership in NEA. With obvious benefits to be derived, we should move on toward a goal of 12,000 this year. Whatever the future, the Association must remain strong.

President Johnson Expresses Concern Over Teacher Dismissals



President Johnson speaking at NEA Convention

"We are concerned about the dismissal of Negro teachers as we move forward with desegregation of schools," President Lyndon B. Johnson said as he addressed the 103rd Convention of the National Education Association, held in Madison Square Garden in New York City on July 2. "For my part, I have directed the Commissioner of Education to pay special attention, in reviewing desegregation plans to guard against any pattern of teacher dismissal based on race or national origin."

Continuing, he said, "I have instructed education officials to provide funds for teacher institutes from NDEA—and to assist the school districts through Title IV of the Civil Rights Acts."

"Where an integrated school system requires fewer teachers than those required to operate two segregated school systems, I have directed federal officials to provide special re-employment services through a national program carried out by the U. S. Employment Service.

"When unemployed teachers need and desire refresher training, I have ordered federal officials to provide this training, under the Manpower Development and Training Act.

The President also announced "a program of fellowships for elementary and secondary school teachers so they can replenish their knowledge and improve their abilities."

President Johnson stated that "simply by putting more money into more schools does not mean we will emerge with an educated, trained and enlightened nation." He challenged the 943,000 membered NEA to "bring all the tools of modern knowledge—from physics to psychology—to bear on the increase of learning. And if these tools are still inadequate, we must fashion new and better ones."

NEA President Lois V. Edinger made the surprise announcement of President Johnson's visit to the convention a few hours prior to his arrival. Accompanying the President was Mrs. Johnson; Secretary of Health, Education and Welfare, Anthony Celebrezze; Senator Wayne Morse; Representative Carl Albert and White House special assistant, Douglas Cater.

Capsule NEA's 103rd Convention

Most important concerns of the Delegates to NEA's 1965 Convention in New York City were Civil Rights and teachers' rights. Delegates also favored professional negotiations, the use of sanctions as the profession's final means, and political action. They went on record as supporting the action programs they want both with effort and financial contributions. Highlights of action taken by the Board of Directors, Executive Committee and Representative Assembly at NEA's 103rd Convention include:

- The Board established a sub-committee on Human Rights of Educators as a part of the NEA PR&R Commission, and authorized \$100,000 from the Association's contingency fund for the sub-committee's operations.
- The Board initiated the collection of a special fund of \$1,000,000 "to protect and promote the professional, civil, and human rights of educators through providing legal and other necessary assistance."
- The Executive Committee approved plans for combining the NEA and the American Teachers Association by January 1, 1966.
- The Representative Assembly maintained its major resolution on desegregation among teachers' associations and retained the previously set deadline of July 1, 1966. The Assembly passed a motion, without a dissenting vote, declaring complete support for Oklahoma educators and encouraging local and state NEA affiliates to contribute generously to the Oklahoma Teachers' Emergency Fund (OEA Office, 323 East Madison Street, Oklahoma City).

- The Assembly passed a resolution applauding the interest in education shown by the President of the U.S.A.; voted continuing support for the use of professional sanctions; recommended that NEA develop guidelines for the lifting of sanctions; approved an addition to the NEA Center; reconfirmed concern about overseas dependents' schools and urged fair salary levels for overseas teachers.

Tribute To Lois

T. K. Stone, Kentucky NEA Director

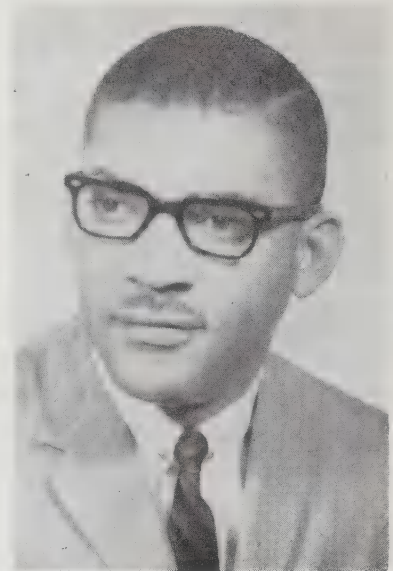
New York Convention—1965

Who has guided our ship of state
so well in 1965?—
Why the pretty girl from the Tarheel State—
just as sure as you're alive.
With dignity, poise and aplomb, I'll say
She's kept our ship on course
And convinced us with the fact that
For efficiency—she's the source.
She speaks with calm assurance as
She faces any crowd—
But though her voice is soft and low
Her logic is sound and loud.
She looks so sharp and stands so straight
And holds her head so high
You'd think she was no fun at all
Save for that twinkle in her eye.
At running all our meetings, she's been
something of a cutie
She's not afraid to laugh a bit—yet
She knows and does her duty.
She's managed to keep Jim Cullen straight
And Braulio well in line
Lets Batchelder, Hawkins, and Ezra talk
Yet gets us out on time.
For two whole days and half another
She's kept us at our books
Yet there's been no strife—no ugly
words—and very few nasty looks.
So she must be doing something right
As she works for N.E.A.
And we know full well that folks like
This don't come along each day.
The most amazing think about our
Pretty President Lois
She rates as high among the girls
As she does among the boys.
On most occasions she is calm and cool
and orientated
But she met a man in the hall one day
And became quite infuriated.
She's never at a loss for words
The right words, too, I mean
And in public appearances when she
speaks for us
She has the bearing of a queen.
So for all that she has done for us
in enhancing NEA
In concluding this little ditty here's
what we'd like to say:
Though we'll forget some things we've
learned—like figures, facts and such—
We won't forget how nice you've been
Thank you very much.

Editorial

No Question About Teachers Dismissed

by E. B. Palmer, Executive Secretary
North Carolina Teachers Association



A recent news release reported that previously 500 Negro teachers were reported as involved in the dismissal of teachers due to the desegregation of schools. That, E. B. Palmer, Executive Secretary of the North Carolina Teachers Association reported that at present only 105 documented cases are identified in North Carolina.

It is true that to date only 105 documented cases of teacher dismissals are evidenced in North Carolina through the office of the Executive Secretary of NCTA, but this is not a retraction of the size of the original problem as indicated. Five hundred (500) was not really a true indicator of the actual number of teachers who would have been involved in the racially discriminatory practices which accompanied the implementation of Title VI of the Civil Rights Act of 1964. It was an under approximation. It is feared that many, many more would have been involved.

The figure one hundred and five (105), DOES however, represent the preventive effects which have resulted from the efforts, attitudes and cooperation of such groups as the U. S. Office of Education, the NAACP, the State Superintendent of Public Instruction, the North Carolina Teachers Association, the National Education Association, the President's Office, the Justice Department and many, many individuals and other agencies.

Had it not been for these combined efforts, the problem which was rapidly gaining momentum would never have been reduced to its present size so rapidly, but would probably have ballooned to gigantic proportions.

It is well to note, that most of the displaced Negro teachers have successfully been relocated. While some teachers have been employed in other states and other professions, most of these have been relocated within other areas of North Carolina. This being made possible by the cooperative and humane interest manifested by many local superintendents and principals.

One might venture to predict, that should this practice of displacing Negro teachers based on race (or some court ruling on teacher qualifications and competency), continue and we continue to lose teachers to other states and other professions, North Carolina by 1967-68 will realize a teacher shortage like it has never seen before.

The investigation by the NEA 36-man Task Force, which was requested in July, is designed to determine the extent and seriousness of the problem. If we in North Carolina have no such teacher dismissals occurring, then such a study will reveal the truth.

The solution to the problem still remains with our educational leaders, the courts, "fair-minded" Judges, the various groups and the attitudes and social climate set by the people of our State and Nation.

Experience and Qualifications

I herewith submit my personal views in response to the hypothetical case which was posed during the Morganton - Hendersonville trials which are as follows:

"Given two teachers both of whom finished the same school with very identical records, and who basically have very similar other qualifications and experience backgrounds, and; given one is White and the other Negro, and; given the Superintendent is Negro, which teacher is likely to get the position?"

Given two teachers of opposite races, and given equal qualifications and experience ratings, the selective criteria may be on a basis of some other factor such as personality, appearance, etc., but never "RACE".

We do not need to probe the minds of men, their action be-speaks their thinking. Yes, current legal laws exist which provide an opportunity for certain rights and responsibilities to be guaranteed free men. However, the very reason for which we have been in court session evidences the fact that there are men of naive character who would circumvent the intent of existing laws and foster practices contrary to those laws. Such is the case of those who are following the pattern of arbitrarily displacing Negro teachers under the guise of selecting teachers on the basis of competency and qualifications.

Since some men of unethical character would not practice the good intent of the Civil Rights Act of 1964, the Negro is placed in a position to call upon the just and humane thinking of the judges who preside and rule in these cases and the courts in which they are held.

The consistent pattern of Negro teachers being dismissed in North Carolina as a result of student re-assignment and abolition of the dual school system seem to suggest the premise that there are no incompetent white teachers and that all Negro teachers are less competent than any white teacher. The question of the opportunity of Negroes to receive a comparable education in Negro schools and colleges to that of whites in the past assumes the allegation that all Negro schools and colleges are inferior to any white school. Although public facilities and equipment for the educational training of Negro pupils have been inferior in most instances to that of the white pupils in our State, the dedication and performance of many of the Negro teachers have been outstanding. The results of which have produced Rhodes Scholars and men like Ralph Bunche, Asa Spaulding, John H. Wheeler, S. E. Duncan, George Washington Carver, Thurgood Marshall and many, many others. There further seems to exist an opinion that even though many Negroes have received a degree(s) from nationally outstanding integrated colleges and universities, they are still less competent when pitted

against a white teacher of similar degree rating, even if the white teacher graduated from a less renowned institution (other criteria is then suggested for discriminating).

The experience of a teacher is of prime importance in thinking of the development of a sound educational program. Every administrator should endeavor to recruit potentially outstanding beginning teachers. Every administrator is therefore hopeful, that he will be able to develop the beginning teacher into a competent experienced teacher and retain his services as long as he continues to show growth. Under present certificate requirements in North Carolina, with the in-service training programs available and the increased supervisory services provided, the growth of professional teachers is greatly enhanced.

The notion advanced, "that when a school year ends no teacher has a job; and that when a promising beginning teacher applies, an administrator is acting in good faith to dismiss a teacher with many years of service and hire the promising beginner" is a notion of unethical essence. When society reaches the point—that when an individual is elected to any professional position and is dismissed at the very introduction of a promising beginner—then no man, judge, teacher, preacher, etc., is safe to commit himself to any financial involvement or feel any degree of security in his employment. Whether tenure laws exist or not, social and morale laws have long established the bind which should avail men to continuous employment to the age of retirement as long as their services are satisfactory. If our educational system is to practice anything to the contrary, then our society will develop a new and gigantic problem of unemployment, shortage of teachers and employment insecurity.

Judge Raymond Pace Alexander of Philadelphia had this to say in his commentary "the study of the Negro Blasts Racial Myths" — "The total national strength of America is directly related to the maximum of unity of all classes and races in America, whatever their color, religion, ethnic origin or nationality background."

"It is therefore clear that to degrade one group at the expense of all others is damaging to the general welfare of all America. To solve this problem is to promote the general welfare of America and each group. Cultural democracy involves an open door and the full acceptance of minority contributions and for the full recognition of the minority contributors."

Teacher Employment

The Editor

The Public Employment Security Commission of the United States, through its North Carolina Division, has agreed to assist the North Carolina Teachers Association in relocating the unemployed teachers first in their professional areas and secondly in other areas of interest. This service is being made available through each of the

Commission's branch offices. All interested persons are asked to go to their local branch and fill out an application form.

The Board of Directors, officers and members of NCTA are grateful to the Employment Security Commission for this great humanitarian act.

NORTH CAROLINA STATE EMPLOYMENT SERVICE

A Division of

NORTH CAROLINA EMPLOYMENT SECURITY COMMISSION

Your Public Employment Service

The public employment service is an organized community facility available to all workers and employers whenever, in the public interest, a needed and productive placement service can be provided.

Public employment offices offer to all workers and employers the advantages of a central point in the community at which job seekers and employers can have ready access to the largest and most centralized job demand and labor supply listing in the community. The job placement service provides for appraising and classifying workers' qualifications and employers' job requirements for matching qualified workers with suitable job opportunities, and for assisting in the effective administration of an unemployment insurance program.

The placement service includes a variety of related and supporting services which provide for:

- Continuous assessment of the characteristics of the shifting labor market and current information on labor demand and supply needs.
- Employment counseling and testing services for individuals who have difficulty in deciding the kind of work to enter or change to, or in holding their chosen kind of work; and testing individuals to provide employers with capable workers.
- Specialized attention to those workers in the community who are given preference by law - i.e., veterans - or who have employment problems because of age, inexperience, disability, or race.
- Services to individual employers to help them to fully utilize the work force and to resolve problems of recruitment, screening, training, and turnover, and other staffing problems related to the selection and assignment of workers.
- Assistance to community groups working for maximum

and stable employment in the community, using such techniques as "area skill surveys" and "industrial development" studies.

These functions and Services have the following *General Objectives*:

1. To aid, through an effective employment service operation, in getting the best possible jobs for all job seekers, whether employed or unemployed, and the best possible workers for employers.
2. To assist in the improvement and full utilization of all the community's manpower resources in the development and expansion of employment opportunities, and in achieving economic stabilization and growth.
3. To develop and issue information on employment, unemployment, and the labor market to meet the informational needs of labor, management, and the public.
4. To assist in meeting manpower needs in times of disaster or defense emergency.

The accomplishment of the General Objectives is attained through the following specific activities

1. Provide to workers and employers an efficient placement service in all occupational categories, to enable - *The worker* to find employment which will use his highest ability, to reduce the length of any period of unemployment and consequent wage loss, and to reduce his cost of jobseeking - *The employer* to maintain or increase his productive capacity by timely referral of well-qualified workers or trainees; to cut production loss caused by manpower shortage; and to reduce recruitment, hiring, training, and other labor turnover costs.
2. Provide a program of employment counseling and testing to assist both workers and employers in meeting their individual employment needs.

3. Provide specialized services for job seekers who require particular attention and emphasis to facilitate their employment on jobs for which they are qualified, or who are designated by statute to receive special job assistance.

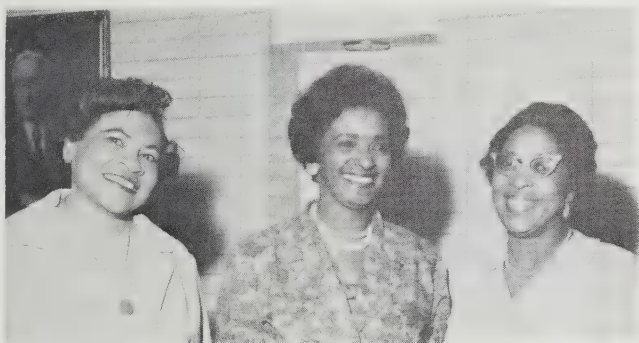
4. Utilize fully the available domestic farm labor supply (both local and migratory) and develop recruitment programs for farm workers.

5. Facilitate the mobility of labor by encouraging and guiding necessary shifts of workers between geographical areas and across occupational and industrial lines.

6. Use *all* of the resources of the public employment service - including labor market information, occupational analysis, industrial services, and inter-area clearance - to stimulate and support community action to stabilize employment and to develop expanded employment opportunities.

7. Continuously provide the community, State and Nation with pertinent labor market information relating to the shifting composition of the labor force, causes of unemployment, and projected employment prospects to assist in ascertaining types of new and expanded industries required to provide additional employment and balance in local, State, and national economics.

8. Develop and maintain an effective operating mechanism that can be used as a basis for meeting manpower needs of the community, State, and Nation in times of disaster or defense emergencies.



SEEN AT THE PR&R CONFERENCE—Left to right: Mrs. Leona Daniel, National Congress of Colored Parents and Teachers, Raleigh; Mrs. Elizabeth D. Koontz, president-elect, NEA Department of Classroom Teachers, Salisbury; Mrs. Henrietta C. Hatton, chairman of the Commission on Professional Rights and Responsibilities, NCTA, Henderson.

These members of NCTA were caught by the photographer between sessions of the PR&R Conference on Civil and Human Rights, May 18, 1965.



Executive Secretary Re-Elected For 5 Years

On September 11, 1965, the Board of Directors of the North Carolina Teachers Association announced the re-election of Elliott B. Palmer to the post of Executive Secretary of NCTA for a five-year period.

Mr. Palmer succeeded Dr. Charles "A" Lyons on November 1, 1964. Prior to assuming his present post, Mr. Palmer was principal of Lakeview Elementary School, Durham County.

He has served as chairman of the Board of Directors of the Piedmont District of the North Carolina Teachers Association, president of the School Masters Club of Durham and Orange Counties, president of the Durham County Unit of NCTA and president of the NCTA Department of Elementary School Principals. His leadership over the year as Executive Secretary of the North Carolina Teachers Association won for him the commendation of the board.

Mr. Palmer's editorials and speeches on "Merger" of the State Associations; and the Teacher Dismissal problem, have resulted in comments which recognize him as a writer and speaker of ability. His foresightedness in keeping teachers and the public all over the country informed about the Teacher Dismissal problem, has alerted many agencies to the gravity of the situation, and has resulted in their desire to help.

A native of Durham and a 1951 graduate of Hillside High School in the top bracket of his class, Mr. Palmer received the B.A. and M.A. degrees from North Carolina College at Durham in 1954 and 1963 respectively. He has done further study at Duke University, Durham. He is a member of numerous civic and professional organizations.

He is married to the former Marjorie Taylor of Vance County. They have one son, Elliott B. Palmer, Jr., age 2.

REGIONAL DIRECTORS POSE WITH "LIBBY"—Left to right: Mrs. Evelyn S. Brown, South Central Regional Director, NEA-DCT; Mrs. Elizabeth D. "Libby" Koontz, president, NEA-DCT; and Mrs. Ella Q. Forman, Northwest Regional Director, NEA-DCT, caught at the reception during the NEA Convention at New York.

A Report Of The NEA Convention In Lyrics

By O. A. Dupree

The day of arrival was bright and mild
In that beautiful city by the Hudson's side.
As usual the traffic was thick and fast
We finally reach the Garden at last.

The Garden was ready for the swelling tide
The displays, the booths on every side,
In the Garden's cellar — so bright and bold
Every inch was used — a sight to behold.

Business started the second day of the week
The classroom teachers, I dare not seek.
They were all there ready for the big, big, fight
For the convention was in a heck of a plight.

The teachers were all primed for the fight in store
The Pedagogue fever will be no more
The teachers were ready to settle it all
They wanted a chance to get on the ball.

I couldn't get in to see Libby act.
A fellow like me couldn't open his pack
In the hall of the teachers so conscious of seats
On policy-making boards wherever they meet.

I knew she was there acting well her part
She's a dandy old bird, with a great big heart
She's a great big gal with her feet on the ground
She even looks at me, when she sees me around.

The first night for teachers was filled with glee
It was Kimset and Concert til the hours were wee
Now Kimset was great 'til the curtain came down
It was a sell-out, you know—it was the talk of the town.

Now Libby and her group did outstanding work
Of selling the teachers not a one of them shirked
They organized their work with a great deal of zest.
They gave up no ground — there was no rest.

The first caucus meeting of the Old North State
Was held in harmony, no issues at stake
No feathers were ruffled — no fur was rubbed up
All backs were scratched — no one was hurt.

The feeling was good — there was never a bore
We old boys there knew a fuss was in store
Announcements were made of the open house meet
Of the Resolutions Committee — we took to our feet.

The fire started burning at the open house meet
Time was not ripe to apply the heat.
Though some made an effort to heat up the place
The rules were all tight — so they saved their face.

The North State group did not put in a round
They seemed to be pleased with what was going on.
A Georgia Lassie pealed with a very broad grin
Be easy on us southerners, we want to stay in.

"We've learned," she said, "to walk out of a meet."
Does nothing but burden our tired little feet.
To bolt such a force, there's nothing to gain
Be easy on us, be sane — be sane.

We heard little else from the south at that time
For the delegates were there all ready and primed.
It was resolutions twelve that took the first place
With the dismissal of teachers next on base.

One could tell very well that a fight was in store
From that time on there was never any bore
When the meeting was over, we went straight to our
lunch
We then ate our fill — each in his own bunch.

Now a few of us met in ole Palmer's Suite
To discuss the issues that will turn on the heat.
Old Barber from Wake had the inside track
Like an old country peddler, he opened his pack.

His pack was soon opened by Jimmy of Meck
Brother Foster would add — "Boys what the heck"
There's no use to worry — it's in the bag
The date is sixty-six — there'll be no lag.

A lady came in, so the tune was soon changed
Old Jimmy lowed — "You boys act the same."
Old Foster from Wayne began to shoot his bull
It wasn't long — before the room was full.

We journeyed to the Garden for the two o'clock date
The time had come now for them to nominate
Candidates for offices that were opened this year
The election machine was set all in gear.

The Applegate wagon was off to a good start
And Tillie was trying to flirt with our hearts
The red coats were waving their hats in the air
The umbrella gang, they really were there.

Old Ginger was sent from the Blue Grass State
"Hello Ginger" was peeled from the organ that date
Objective Thinking was the theme of this man.
He was unopposed, but he also ran.

Henry Goble presented the three dimension approach
Dependable, Devoted, Dedicated and such.
Old Alfred was gifted as Liz Taylor with men
As handsome as Jimmy Durante and as happy as a wren.

Helen Bain was presented as one with horse sense
And horse sense is sense of horses with no pence.
John Terry thinks big and demands the very best
For sick leave O yes — He leads all the rest.

At the close of this meeting, we were worn mighty thin
The nominees were in, they were free from sin.
According to their campaigners who knew for sure
that their nominee would make all their promises endure.

After supper was over, we returned quickly at eight
For the first general session of the N E A
The Manhattan singers were great to behold
They serenaded the group with classics of old.

Then Wyatt brought us back to the mysteries unknown
To remember those teachers who have gone to their home
It is for the living to continue to enhance
The unfinished work they so nobly advanced.

It is fitting and proper, then, to focus our thought
Our devotion, our ideal to the single spot
Of universal educators and to the cause they served
And the crying needs — we should never swerved.

The highlight of this meeting was promoted by Carr
Whose message was clear and as bright as a star.
“The Breakthrough” — this was the title of his talk
He laid it on the line — he never did balk.

“There were eighteen affiliates of color,” he said
There are now eleven and there is nothing to dread
They all must go now by sixty-six
Old Jim Crow will be in a heck of a fix.

In Maryland all locals have been unified
The breakthrough is due to leaders who tried
To merge the two groups into a working fold.
It's all for each and for each to hold.

He called for teachers to sit up and note
If she is fit to teach — she is fit to vote.
For how can she teach with a conscience clear
When her rights and duties are not in gear?

Sanctions were imposed on quite a few states
That were slumbering and sleeping and were not awake
The purpose of sanctions is to thoroughly convince
Not to bring to their knees, but to bring to their sense.

Brother Carr was real good — He was actually on the
ball
Everybody stood up in that mammoth hall
He deserved this ovation — so loud and long
If we heed his advice, we can right all wrong.

On the third day we all sat tall in our seats
No fire had been burning thus far in the week.
Though fire had been kindled and the flame was aglow
Unnoticed 'til now — the simmering was slow.

A message was brought from the PTA head
She wore two hats— she had nothing to dread.
A PTA head and a classroom marm
From this two hat leader — her message was warm.

The remainder of the day was spent in small groups
The meetings were good — The meals to-boot
The evening was spent in providing a tribute
To Lois, the prexy, and Libby to boot.

Both of these gals look good in their role
They're our pride and joy — we'll say it quite bold.
To see them perform in the leadership role
Puts a lump in your chest one you like to behold.

The gift Lois received from Palmer's hand
Was a gift from the heart, We don't know the brand.
The brand does not matter when giving is rare
The gift without the giver, as you know, is bare.

The morning that followed, found us all in our place
In the Astor Hotel, on the sixth floor in grace.
The fire that was started, was glowing real bright
We needed a spark — to make the big light.

At the door of our room there arose such a clatter
We looked at the door, to see what was the matter.
And what to our wondering eyes to behold
The Applegate folks so brave and bold.

We paused for a while in the Tar-heel room
To greet the intruders and to welcome them soon.
The Applegate party came in with a boom
With apples to share in the Tar-heel room.

The apples were for Lucas, Ishee and Koontz
They were vote getting apples, we knew that at once
They made a good showing and left with a jerk
Then Tillie's gang came, but they didn't have to work.

Well, we all settled down to kindling the fire
That was already aglow should anyone try
To stir up the fire that was destined to be bright
In the Tar-heel room that was ready for a fight.

Old Lucas walked up to the lectern and stood.
He paused for a while before he spoke a word
He measured his audience and looked them in the face
A job must be done and must be done with all grace.

He measured his words, he took plenty of time
After thinking all night — he was ready and prime
It must be said come high water or hell
Let's face it my friends, the issue is “number twelve.”

I move that we back this issue together
Let's move in its favor, regardless of the weather
The motion was seconded by a dark delegate
To do as Lucas? Boy, it was no cake.

Palmer arose to support Lucas' motion.
The tone of the meeting denoted all sorts of notions
The issues were clear as you may would expect
But the meeting was getting in a heck of a wreck.

Brother Dawson arose with a dissenting note
Let's check the field before we vote
The strategy was clear lined up by this man
It was noticed at once, he was suiting some fans.

A lady from Lejourne went straight to the mike
She indicated to all that the descent was not right
She had a plenty nerve in the face of her kind
To speak as a liberal at this particular time.

In her unit, she said, the leadership is mix
Her unit, she said, is in a very good fix.
All week we expected the fire to get high
It just had to happen — O me — O my.

Juanita rose and went to the stand
To congratulate the lady — who she said was real grand.
It took lots of courage to stand up and talk
Amid her own people — she didn't even balk.

Brother Ishee turned red and said it couldn't work
We'll agree to integration, the merger will irk.
Many of us felt that he shouldn't have talked.
He divided the group and caused them to balk.

A delegate arose who was hardly able
And made a motion to place on the table.
The motion carried to put on the deck.
It divided the group as you would expect.

Brother Dawson allowed, the Negro will get
What he wants from the nation — you bet
I tried to understand just what he did say
I read into it that it is a dismay.

What do you get from a statement of this kind
At a NEA meet in such crucial time?
Does it contribute to unity that we're trying to get
This statement to me seems all wet.

The meeting adjourned with a divided group
The issues were merger and dismissed teachers to boot
There was buzzing in the halls and I made a little note
Of the backslapping of those who stood up and spoke.

We walked to the Garden, the fire still burning
We were anxious to go with our hearts still yearning
We felt that the Convention would challenge our cause
To vote for merger, we dare not pause.

We took our seats and waited the call
The issue at hand did not come up at all
I think it was best — for the group there would tire
The next day was better to fight such a fire.

We paused for an address on liberal thought
The speech was timely at such a spot.
A cooling-off period was needed you know
For the battle was raging to an interesting show.

We returned to the Garden at the stroke of eight
We gathered on time for a few were late.
The Kennedy and Clagton team was still on the ball
Singing and playing and making us feel tall.

A session was devoted to giving awards
To writers and commentators who promoted the cards
The cards of education sprang throughout the land
The presenting of honors on every hand.

Mr. Novak was absent but his shadow was there
"We can't stop the program," said them, "not here."
The program has merit — it promotes our cause
Let's continue our efforts — there is not time to pause.

It was time for Dick Batchelder to do all his work
He's the vice prexy you know — he did not shirk.
He's a funny old elk — He likes to crack jokes.
I enjoyed hearing him talk as I sipped a coke.

The stage was all dressed with bigwigs you know
Sister Libby was there — not just to show
She was there in grand style — I saw only her
She looked like a peach — all in her fur.

Libby, you're great — If there is ever a prex
Of the NEA horde — honey, you're somewhere next.
I don't know the time gal, but I know it is soon
You'll be at the top of the NEA boon.

When the time comes Libby, we'll be there strong
To put you at the top — we won't be wrong.
I appeal to you all to let's start right now
To put Libby there — we already know how.

A call for Palmer who was all out of place
He was not invited, to show his face.
It was an oversight I know, for Lois is swell
She has a big heart — you know — it's as deep as
a well.

Her family was there and rightfully so
After presenting them all she was ready to go.
She was introduced by the vice, who stood long way out
While presenting Lois Edinger with a great big shout.

Lois came to the stand with all her grace
Everybody stood up all over the place
The organ peeled forth the "Carolina Moon"
She stood there in awe — She would speak very soon.

A big lump was formed in every Tar-heel's heart
As she stood there aghast ready to do her part
She looked great standing there with all her charm
For everyone there — her heart was warm.

She told of her leave — as she traveled around
The joy was untold — and much she has found
As she traveled around her speech did deceive
Her many admirers, her charm they receive.

On one of her trips, she left early one morn
The taxi cab man was on time before dawn
The taxi did talk as he closed the car doors
A girlie, he thought, going home from her chores.

The man in the cafe, who also was fooled
He saw her drink coffee — he remained sorta cooled
You must be from England, he said with a jerk
I can tell by the way that you hold your cup.

I'll tell you this time and I'll tell you again
Lois had a big time and she made many friends
She did her job well — as she moved round about
She represented our cause without a single pout.

A highlight of her speech was to live the right code
Round your words well whenever you're abroad.
There are three types of teachers as she added some
mirth
One made, born, and one should never had a birth.

The speech was well done and we felt mighty proud
The applause was outstanding — it was long and loud
You ought to've been there and seen those Tar-heels
Stand in great splendor — She was truly an appeal.

The meeting was adjourned and we all went our way
We slumbered and slept 'til the break of day
We arose from our beds and journeyed to work
Every delegate was seated with not a shirk.

We knew it was time for the real fire to break
Every delegate was seated not a one was late
You could tell every minute there was something in
the air
The air was so tense, it was hard to bear.

It was Friday noon and the business was high
The rush was on so we could say good-bye
The business at hand had not gotten to the peak
The group was getting weary — the end they did seek.

There was fear in my heart that some delegate would go
Before the main issue — to me they were slow
Such meetings are slow so that all can speak
Who desire to be heard and who desire to be reached.

It was a democracy in action from beginning to end
It was a beauty to behold — I'd like to see it "agin"
Madam President, one said, I speak for myself
Another might put himself on the shelf.

The President did hear everyone at the mikes
She was gracious indeed and she listened to their gripes
There were many indeed and she listened to them all
That lady from this state was really on the ball.

She reserved an announcement to make at the
right place
She knew when to speak so as to save her face.
For there was much to do and the time was far spent
The issue at hand, there was not even a dent.

She stepped to the desk and said with a smile
Our president will come so just sit for a while.
He will be here at five, and we must finish our work
"To get out of his way," she said with a jerk.

The group began thinking, how their spouses could come
To hear our beloved president while they were from home
Oh no, said Lois only delegates will hear
The president today — you must have proper gear.

Number twelve came up on the agenda very soon
The delegates were ready — all primed and groomed.
The voting was held up for some one to define
The word "merger" — It was done very fine.

I thought for a minute the meeting would be long
The south would debate and would hold up the throng.
But the south sat still and the voting went on
What was the issue — "merger" was on the throne.

I thought to myself as the south sat still
They are growing now or they don't have the will
To fight such a tiger as freedom to talk
Around the table of reasoning — just how could they
balk?

The tide was so strong for merger that day
And for teachers in the south who were still held at bay
Who would stand up and fight such a force in that hall?
Not a fool in that place would even try to crawl.

Where is the south? Some by me asked
They are sitting in here — I said, but to try such a task
They'd rather be quiet so the folks back home
Might not say to them, you sold us for foam.

Old Palmer stood tall and walked to the mike
His heart was determined, it was strong as a dike.
He waved his hand to the lady in the chair
He wanted to speak, he had much to care.

He spoke for the teachers, who were dismissed during
the year
He spoke long and loud, so everyone could hear
We all heard him, too, he was all full of power
Old Palmer was heard, "this was his finest hour."

The resolution was passed and Jim Crow got a blow
He was sprawled on the floor — I was happy you know
When Jim Crow is dead, it frees many souls
Thanks to you, Palmer, you're noble and bold.

The time for the vote, we stood to our feet
Merger was in the bag — yes in there neat!
A few no's stood up against merger that day
Also against teachers who are still held at bay.

The Tarheel bunch did not vote in a group
The tide was so great — It didn't matter a hoot.
If they all were in favor of the issue at hand
They saw freedom winning — It was simply grand.

In the meantime the cameras were placed on the floor
The police were scattered to and fro.
A prelude to a visit from a man of renown.
The crowd was all gay — there was not a frown.

The business was soon brought to a happy close
We sang all the songs to delay the dose
We all clapped our hands, we patted our feet
We got to the point when we were ready to greet.

As he walked in the Garden every man stood up tall
Upright they did stand — everyone in that hall.
From the shoulders that day, his message did ring
From the heart of a soul — to his words we did cling.

His message was in tune with the business that day
He held us in spellbound as he talked by the way
Oh God what a moment — Thou hast done it again
Wrong is on the scaffold and freedom is in the sling.

As I felt this meeting and waited in line
I wondered about folks who would hold up the time.
They are here amongst us and will fight the last ditch.
Us freedom-lovers rather fight, than for slavery switch.

As we left the Garden — the battle had begun.
We must gird ourselves — there's a race to be run.
The race to be run is for the strong and great
There is much work to be done — no room for hate.

As I close this report I must say to you all
When you elected me to go — you were on the ball.
Just try me again and I'll come to your call.
I enjoyed myself folks — many thanks to you all.

"Terry Sanford Award" Announced

The establishment of the "Terry Sanford Award" to recognize creativity and innovation in teaching or school administration was announced in Raleigh Thursday, September 16, by officials of the North Carolina Education Association and the North Carolina Teachers Association.

The award is being established from money, \$15,859.15, contributed by North Carolina educators to former Governor Terry Sanford, who requested that it be used specifically for this purpose.

The annual award will go to the educator or educators who has or who have contributed materially to the improvement of education through an educational innovation or through recognized creativity in teaching or administration. A cash award will be made at an annual banquet honoring the recipient.

The winner will be selected by the Learning Institute of North Carolina, the agency created during the Sanford administration to seek out better ways of teaching.

Officials of the NCEA and NCTA said they view the award as a living monument to the concept of progress through educational improvement that was the hallmark of the Sanford Administration.

The voluntary donation of funds from public school educators began. While the campaign was in progress, the then-Governor stated publicly that when he left office he did not want personal gifts from his friends. He particularly objected to a car as a gift, saying that he could buy one on the installment plan.

As a result of this expressed opinion and other statements, more than \$30,000 collected by other supporters and friends of the Governor was, at his request, established as a scholarship fund at Methodist College in Fayetteville.

NCEA and NCTA officials then sought another method of expressing the appreciation of the teaching profession for the impetus public education had received during the Sanford years. It was suggested that a scholarship fund for his children might be established with the funds being collected by the educators. The Governor also rejected this plan — again basing his objection on the fact that he wanted no personal reward for the leadership he tried to give the state. He suggested, instead, that some plan be found to recognize and reward good teaching.

The "Terry Sanford Award" grew out of this suggestion.

Officials invited to represent the teacher's association at the award announcement ceremony included E. B. Palmer, executive secretary, NCTA, Dr. A. C. Dawson, executive secretary, NCEA, Dr. Frank Greer, NCEA president and Dr. Sam Duncan, president NCTA.

Suggested Procedure

1. All nominations for prospective recipients shall be made in writing. Nominations may be made by any member or group from the teaching profession. The superintendents of the county and city administrative units shall receive these nominations and present them to the appropriate officials of the Learning Institute of North Carolina.

2. The Learning Institute shall receive the nominations from the superintendents, evaluate the recommended projects, and announce the winner or winners.

3. The Learning Institute shall receive the \$15,859.15 contribution, invest it and use the interest from said investment for a cash award (Dr. A. C. Dawson was given the responsibility of turning this money over to the Learning Institute by Governor Sanford). Plans call for an appropriate awards banquet at which the recipients will be honored and presented a cash award.

4. An appropriate joint committee from the NCEA-NCTA will be named to be responsible for handling the details in connection with the presentation of this award.



FORMER GOVERNOR SANFORD APPROVES EDUCATOR AWARD— (Left to right)—Dr. S. E. Duncan, president, North Carolina Teachers Association and Dr. A. C. Dawson, executive secretary, North Carolina Education Association present to former Governor Terry Sanford a check for \$15,859.15 to be used for the establishment of "The Terry Sanford Award". Also present, not in picture, E. B. Palmer, executive secretary, NCTA. (See story).

An Assessment To Cover

Planned Expansion Of

Hammocks Facilities

Since 1950 we have tried several plans to finance development at the Hammocks, without great success. Therefore, it is now very obvious that teachers must accept an assessment specifically designed for expansion at the Hammocks if we are to develop this facility in accordance with the idea of the Donor.

If a contribution is endorsed by the Hammocks Board of Directors and approved by the teachers in the Districts, we will be able to start the construction program by January 1, 1966. Otherwise the future of the Hammocks becomes more of a serious question.

Suppose the maximum assessment that has been suggested is accepted by the teachers to be paid over a three year period, beginning with November 20, 1965, the total construction aspect of the expansion as outlined could be completed by the end of 1968, contingent upon a matching basis advocated for Foundations. The Unit construction arrangements in the plan could be completed without any additional collections from teachers for construction. This conclusion is based on the fact that at least 90% of the teachers will pay the contribution as proposed and complete the permanent Hammocks Beach Corporation membership fee, which will be used for continued improvement, up-keep, salaries, taxes, etc.

This three year contribution plan as proposed, will guarantee a major expansion and development program at the Hammocks and make a facility that will attract state-wide and national attention.

Teachers, it is absolutely necessary that you act now, without further delay to save the Hammocks for purposes designed, where otherwise a failure on your part now in efforts at this time may defeat future efforts to develop this great facility as it should be developed. Such a failure would create a poor image for us in the eyes of those who are conversant with the facts about the Hammocks. **YOU CAN ACT FAVORABLY IF YOU WILL. I HOPE YOU WILL. YOU OWE IT TO YOURSELF AS THE RECIPIENT OF A MOST VALUABLE GIFT.**

Hammocks Beach Corporation

Expansion Program

Instructions — Construction

Contribution Collection

1. The Hammocks Board established a minimum construction contribution of \$28.00—Individual teachers may increase this minimum if they desire to do so.
2. The payment dates listed on the pledge forms support our business commitments and should be followed as closely as possible.
3. In the event it is desirable to pay a larger amount please make same in three payments as indicated, unless it is also desirable to make one payment earlier than the starting date shown on the pledge form, this will be acceptable.
4. Should you desire to pay the amount requested in one payment prior to the starting date, you may do so. Whatever changes you may desire in this arrangement indicate same on the back of the pledge form that you send in.
5. You may desire to combine all fees—NCTA, NEA, ATA, HAMMOCKS, etc., and obtain money from the Credit Union to cover same. If such arrangement is desirable, simply send \$5.25 to Mr. Fred D. McNeill, NCTA Headquarters, 125 E. Hargett Street, Raleigh, N. C., and ask for this service over a period of 7 or 8 months. This would give you the cash you need for all fees, and make you a share holder in the NCTA Credit Union.
6. The Administrative Unit Committee will cover a most important area of operation, the teachers in the individual schools in the unit. If the Hammocks efforts to expand facilities is sold to the teachers the unit committees will have first responsibility.
7. When and wherever you need help be sure to call on the Chairman of the district promotion committee, the Chairman of the state promotion committee, or the Expansion Director.

Hammocks Beach Corporation
W. R. Collins
Expansion Director

At The Leadership Conference

AUGUST 12, 13, 14, 1965

"Free to Teach," the theme selected by the new NEA President Richard D. Batchelder, was carried out at the Twelfth Annual Leadership Conference of the North Carolina Teachers Association and the National Education Association, which convened Thursday, Friday and Saturday, August 12, 13 and 14 at Hammocks Beach, Swansboro.

"Opportunity for Responsibility" was the theme of the Classroom Teachers Planning Conference on Thursday at the NCTA Assembly Building. Samuel B. Ethridge, Assistant Secretary for Field Services Professional Rights and Responsibilities Commission, NEA, was keynoter for the classroom teachers and also for the Friday general session. Mr. Ethridge, spoke from the subject "Aspects of Professional Rights and Responsibilities as They Relate to Classroom Teachers." He urged the group to "Do something about your rights." This implies that you must use POWER—power of public opinion, power of politics. "Power, he declared, "is never relinquished freely, but must be taken. He added



"EDUCATIONAL OPPORTUNITIES IN THE GREAT SOCIETY"—Speaking to Educational Leaders at their 12th Annual Leadership Conference, Dr. Tinsley L. Spraggins, assistant specialist, Technical Assistance Branch, Equal Opportunities Program U. S. Office of Education, Washington, D. C. is saying "The Great Society rests on abundance and liberty for all mankind. It demands an end to poverty and racial injustice."



"POWER"—THE KEYWORD OF THE KEYNOTER—Samuel B. Ethridge, assistant secretary for Field Services Professional Right and Responsibilities Commission NEA, keynoter for the Classroom Teachers and for the Friday General Session, stressed the use of "Power in public opinion, power of politics to obtain rights." Seated is Mrs. Margaret W. Wilson, president, Association of Classroom Teachers NCTA.

that "in the future, I would urge that you look at the displacement of teachers in the light of what it does to the community, what it does to the children of both races, what it does to professional solidarity and above all what it does to you and me in terms of bringing out many of our conflicting beliefs and values; and as we go forth, let us go with the new understanding, so vital to the advancement of our profession.

Other highlights of Thursday's conference included a report on "The Classroom Teachers National Conference in Retrospect". The sessions: Mrs. Annie Gerald, Southeast District Director; Tours: Mrs. Lottie Whittington, Western District. A group discussion on "Human Relations" was led by Mrs. Juanita Corbin, past president, NCACT, who emphasized the importance of classroom teachers projecting themselves in the areas of human relations as well as human rights.



STUDENTS MUST BECOME DROP-INS AND STAY-INS—Dr. Marion Thorpe, assistant director, Neighborhood Youth Corps, Department of Labor, Washington, D. C. is speaking as one of the panelists during the second session of the Leadership Conference. He is suggesting the establishment of Neighborhood Youth Corps to help students to become **DROP-INS** and **STAY-INS**.

The classroom teacher and the Education Act was the subject of a group discussion led by Mrs. Edna C. Richards, executive secretary, NC-ACT. The teachers were urged to establish a list of education programs for consideration and possible implementation of the Education Act. "The National Education Association and the North Carolina Department of Classroom Teachers urge that action on the Education legislation be taken now", she said.

A summary of Thursday's program was made by Mrs. Dorothy B. Jackson, president-elect, NCACT. Presiding over the Classroom Teachers Planning Conference was Mrs. Margaret W. Wilson, president NCACT. Dr. S. E. Duncan, president NCTA brought greetings.

"The Civil Rights Act of 1964 and Teacher Welfare" was the topic for the discussion on Friday morning. J. Paul Tyndall, Superintendent of Onslow County Schools brought greetings and remarks. He said that it is up to the professional people to sit down and discuss the issues of

transition and to encourage the school patrons to face the issues fairly. "Teachers will not be displaced in Onslow County", he declared.

Speaking on the topic of the Friday morning session, Samuel Ethridge said, that the issue which we face is the involvement of Negroes; however, the Professional Rights and Responsibilities Commission is not charged with responsibility of protecting rights of Negro teachers, but with the protection of its members and other members of the teaching profession. All teachers have a right to expect this protection, he stated. "NCEA, NCTA and NEA have failed both white and Negro teachers and the people of North Carolina by not placing reasonable security for tenure at the top of their priority list," Ethridge charged. A sub-committee of the Professional Rights and Responsibilities Committee is planning positive action on Civil and Human Rights," he said.

Interrogation and Reaction Panel members were chaired by Mrs. Nora E. Lockhart, principal of Crosby Garfield School, Raleigh, N. C. Questions on Title VI of the Civil Rights Act, "Freedom of Choice Plan", and the role of NEA and NCTA in the discrimination of Negro teachers, were aired as a basis of establishing future policies of action.



PRESIDENT-ELECT GIVES CONFERENCE SUMMARY—Mrs. Dorothy B. Jackson, president-elect, North Carolina Association of Classroom Teachers, gives comprehensive summary of the conference.



HUMAN RELATIONS—A group discussion on "Human Relations" is led by Mrs. Juanita M. Corbin, immediate past president, NCACT. Panelists seated, left to right: M. M. Daniels, vice-president, NCTA; Dr. Frank A. Toliver, state supervisor of High Schools; and Thebaud Jeffers, Principal, Highland High School, Gastonia, and president, Credit Union, NCTA.

Dr. Marion Thorpe, assistant director, Neighborhood Youth Corps, Department of Labor, Washington, D. C.; Attorney Julius LeVonne Chambers, NAACP, North Carolina and Mrs. Carol J. Hobson, specialist, Educational Statistics, National Center for Educational Statistics, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. were panelists during the second general session discussions at the 4-H Club Assembly Building. Dr. Thorpe suggested the establishment of Neighborhood Youth Corps to help students to become DROP-INS and STAY-INS.

Attorney Chambers gave a report on school litigations concerning the problems of teacher dismissals. He praised the North Carolina Teachers Association for its aid and intervention in the cases and cited the suits which had been filed and progress made in each case.

Mrs. Hobson, stated that difficulty had been experienced in areas as surveys are directly related to section 402 - Title 4 of the Civil Rights Act. She claimed that several large cities will



INTERROGATION AND REACTION PANELISTS—This panel, chaired by Mrs. Nora E. Lockhart raised questions on Title VI of the Civil Rights Act, "Freedom of Choice Plan," and the Role of NEA and NCTA in the discrimination of Negro teachers.

not cooperate. She made a plea for the teachers to encourage the children to answer questions sent in individually. E. B. Palmer, Executive Secretary NCTA moderated the panel.

At the third general session, Dr. Tinsley L. Spraggins, Assistant Specialist, Technical Assistant Branch, Equal Opportunities Program, U. S. Office of Education, Washington, D. C. spoke on "Educational Opportunities in the Great Society." "The Great Society rests on abundance and liberty for all mankind", he declared. It demands an end to poverty and racial injustice.

"The Civil Rights Act is the fulfillment of a goal of the Great Society. It demands total elimination of the dual school system in the South," Spraggins informed. Just as the Federal Courts are demanding the elimination of the dual school system, civil rights organizations are going to be watching and judging the behavior of every Federal agency. Spraggins urged public school people to urge their superintendents to take advantage of Sections 403 and 405 of Title IV, which refers to technical assistance in overcoming problems caused by desegregation of its schools.

"Under Areas of State and Local Association Responsibility and Service—An Over View," a report from the NEA Convention was made by C. J. Barber; membership Field Service and NEA Insurance, F. D. McNeill; Merger of Professional Associations, Dr. S. E. Duncan. Professional Development reports were made as follows: Professional Rights and Responsibilities, E. B. Palmer and Mrs. Henrietta Hatton; Teacher Education and Professional Standards, Dr. Marguerite Frierson; Student National Education Association, Mrs. Loreno Marrow; Future Teachers of America, Mrs. Edna Richards.

John H. Lucas, NEA State Director reported on his trip as a delegate to the World Assembly of the Teaching Profession in Addis Ababa, Ethiopia, Africa; Joseph Duncan presented highlights of the American Teachers Association, which represents 60,000 members. Meeting at Hot Springs, Arkansas, the ATA discussed the possibility of merging with the NEA by June, 1966.

Other services of the North Carolina Teachers Association discussed included the Credit Union by Thebaud Jeffers, NCTA Insurance Program, W. L. Smith, Hammocks Beach project, W. R. Collins.



SOME OF THE LEADERS AND MEMBERS OF NCTA AND NEA WHO ATTENDED THE 12th ANNUAL LEADERSHIP CONFERENCE AT HAMMOCKS BEACH, SWANSBORO, AUGUST 12, 13, 14.

North Carolina Teachers Support "Million Dollar Fund"

Participants in the 12th Annual Leadership Conference which convened August 12, 13 and 14, contributed as a start \$170.75 to the MILLION DOLLAR FUND for TEACHER RIGHTS. The members of the North Carolina Teachers Association hope to raise \$12,715 as their quota.

The MILLION DOLLAR FUND for TEACHER RIGHTS is sponsored by the NATIONAL EDUCATION ASSOCIATION and AFFILIATES to protect the human, civil, and professional rights of educators. Policies for operation of the Fund are set by the NEA Executive Committee and administered by T. M. Stinnett, assistant executive secretary for Professional Development and Welfare.

The Boards of Directors of the North Carolina

Teachers Association and Classroom Teachers went on record as supporting the Million Dollar Fund.

Mrs. Edna Richards, executive secretary of Classroom Teachers, is saying, "You should contribute to the fund for Teacher Rights of you want to assist fellow educators who have been unjustly treated. You want to insure protection of all teacher in the fulfillment of their professional responsibilities — you want to help others teachers in trouble as you hope they would help you."

Each teacher is asked to contribute \$1.00 to the fund in order to reach the quota. Special recognition will be given to those who pay \$5.00 or more.

World Confederation Organizations Of The Teaching Profession

1965 Assembly of Delegates — August 2-7

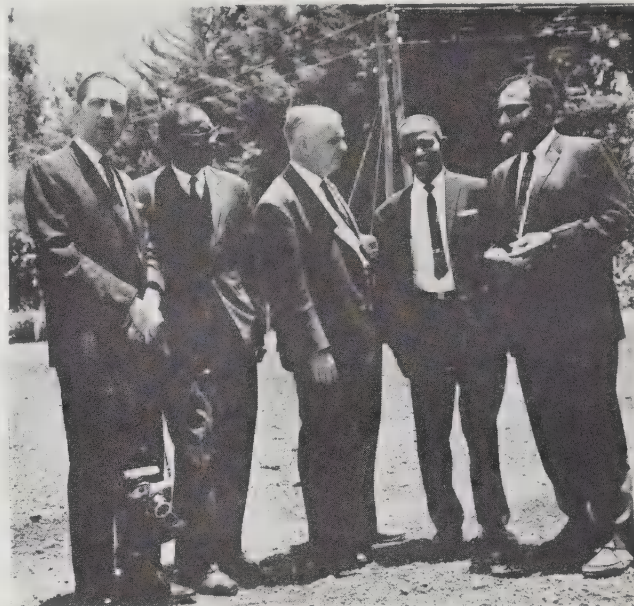
Addis Ababa, Ethiopia, Africa

By John Harding Lucas

The 1965 World Assembly of WCOTP convened in Addis Ababa, Ethiopia, Africa and the host organization was the Teachers' Association of Ethiopia. The travel and educational experience of participating in the World Assembly enhanced immeasurably my knowledge and understanding of the educational process. I am deeply grateful to the North Carolina Teachers Association, the National Education Association, the Durham Teachers Association, the Hillside High School Staff and Students, the Superintendent of Durham City Schools, the Durham City Board of Education, my family, relatives, and friends for the warm expressions of friendship in helping me to accept the appointment by the Executive Committee of the National Education Association and to participate fully as an official representative of NEA and NCTA in the 1965 World Assembly.

WCOTP performs at the international level as the national association within a country. The Confederation promotes a continuing exchange of educational experiences and organizational knowledge between its members to promote world-wide education and the professional status of educators. The WCOTP membership is growing rapidly and at the present time represents over four million educators in 91 countries of the world. The Confederation is a non-governmental and non-political international organization which seeks to promote: (1) education for international understanding and goodwill; (2) the interests and moral rights of the teaching profession; (3) continuing improvement of educational policy, practice, academic and professional qualifications of teachers; and (4) representation of the teaching profession generally and collectively in the international aspects of educational policy.

The governing body of WCOTP is the Assembly of Delegates. Since the founding of the WCOTP in 1952, WCOTP Assembly of Delegates has convened in Oxford, Oslo, Istanbul, Manila, Frankfurt, Rome, Washington, Amsterdam, New Delhi, Stockholm, Rio de Janeiro, Paris and Addis Ababa. The 1966 Assembly of Delegates will be held in Seoul, Korea. Each year the World Assembly devotes itself to the exploration of an annual educational theme and the development of international policy of WCOTP. The 1965 theme is — "EQUAL OPPORTUNITY THROUGH EDUCATION."



CONFER AT WONJI, ETHIOPIA—A group of delegates confer with Sir Ronald Gould, (center), president, WCOTP at Wonji.



A SCENE OUTSIDE THE CONFERENCE—At the right: Mr. J. H. Lucas.



WITH A GROUP OF AFRICAN DELEGATES—Fifth from left: Mr. Lucas is seen with a group of African Delegates.

Approximately 350 delegates representing 61 countries and 84 national educational organizations met in Addis Ababa, Ethiopia. The National Education Association had the largest delegation in attendance.

Registration began on Friday, July 30 in Africa Hall. (Africa Hall is the headquarters of the United Nations Economic Commission for Africa.) During the period of registration, the WCOTP Executive Committee was in several sessions and the Eighth International Congress of the International Council on Health, Physical Education, and Recreation was in session. The ICHPER explored the theme, "Equal Opportunity Through Education—A Challenge to Health, Physical Education, and Recreation." Discussions proceeded on "The Teaching of Beginning Techniques to Advanced Skills in Physical Activities



A PART OF THE U. S. DELEGATION—Pictured at the General Session is a part of the U. S. Delegation. In the center are J. H. Lucas, NEA State Director; Mrs. Jennelle Moorhead, president, National Congress of Parents and Teachers. Front: Richard D. Batchelder, NEA president.

and Sports" and "Practical Approaches to Health Education." ICHPER brings together representatives of educational organizations concerned with health, physical education, and recreation, both in and out of school, throughout the world.

On Sunday, August 1, there was an interesting seminar on audio-visual instruction — radio and television — to equalize educational opportunities. Screenings of filmed television programs and auditioning of radio programs from nine countries were arranged by the WCOTP Committee on Audio-Visual Instruction. A challenging discussion period followed the presentations.

A briefing session for NEA delegates was held on August 1, under the leadership of NEA's immediate past president, Dr. Lois V. Edinger. Committee appointments were made at this session and new delegates were orientated to the purposes and/or objectives of the World Assembly.

The official opening ceremony for the WCOTP Assembly of Delegates was on Monday, August 2. Official greetings were extended by President Ato Tickaher Hailu of the Ethiopian Teachers Association. The message from His Imperial Majesty, Haile Selassie I was given by Minister of State for Education, His Excellency Ato Gebre Meskel Kifle Egzie. The principal address of this session was delivered by Sir Ronald Gould, President of WCOTP.

During the evening sessions reports were given by Dr. W. G. Carr for the Executive Committee and several reports were presented by International Members and Specialized Committees.

The second plenary session opened with the introductory address to the 1965 theme, "Equal Opportunity Through Education" by A. W. S. Hutchings. Group discussions followed on the following sub-topics: "Factors Related to Socio-Economic Background of the Student"; "Factors Related to Physical Condition and Attributes of the Student"; and "Factors Related to Intellectual Capacities and Aptitudes of the Student."

On Wednesday, August 4, we enjoyed an excursion to Wonji, Ethiopia — a vast sugar plantation and refinery. This trip afforded many of us the opportunity to see Ethiopian farms, meet natives, and enjoy the fellowship with many peoples of the world. We returned from Wonji at 6:00 p.m. to attend a royal reception by H.I.M. Haile Selassie at the Jubilee Palace.

Activities on Thursday, August 5, were conducted by the Conference of the International Council on Education for Teaching, The International Reading Association, the International Seminar on Technical and Vocational Education, and the International Committee on Science Teaching. The delegates were guests Thursday evening at a banquet in Ras Makonnen Hall, Haile Selassie I University.

Some of the outstanding speakers during the plenary sessions on Thursday were as follows: Dr. William J. Haggerty, President, State University, New Paltz, New York; Jean Mounolou, Secretary General, Syndicat Nationale des Professeurs des Ecoles Normales, France; W. Sen-teza Kajubi, Director, Institute of Education, Makerere University, Kampala, Uganda; A. Wesley Powell, President, Jamaica Teachers Association, West Indies; Dr. Mulujeta Wodajo, Dean, Haile Selassie I University, Ethiopia; A. Deleon, Director, UNESCO Department of Adult Education; and Kwa O. Hagen, Deputy Director, Institute of Public Education, University of Ghana, Ghana.

The fourth and fifth plenary sessions were devoted to additional discussions of the theme and reports on the theme from the several countries of the world. A synthesis of the national reports prepared by Evert Steenbergen, Nederlandse Onderwijzersvereniging follows:

SYNTHESIS OF NATIONAL REPORTS AVAILABILITY OF EDUCATIONAL SERVICES

FREE EDUCATION

The importance and the appreciation of education are rapidly increasing. An example of this occurs in *Liberia*. In the past when education was in the hands of the mis-sions, sometimes the missionaries had to pay £3 for a boy and £4 for a girl to get the newly built boarding school populated. In the same rural areas today the thirst for knowledge is so great that there are not enough funds available to set up the required schools.

All over the world two measures prove to be important to increase participation in education: the extension of compulsory school attendance and the provision of free education. In general, the policies of both the governments and the organizations are directed towards this goal. Sometimes the wishes of the two agree, but in general the organizations make wider demands than the governments are willing (or able) to realize at the moment. Thus, the great measure of agreement between organization and Government in the *United Arab Republic* is striking. In *Colombia*, on the other hand, the organization declares the Government severely in default. It charges that the latter is very negligent in its task regarding education, which is called a "business concern" by the organization. In this way it is indicated that the Government tries inadequately to make education free of cost, much at the expense of the poorer part of the population. *Nigeria* declares the politicians of the African developing countries are severely in default.

The realization of free and compulsory education depends strongly on economic development. If this is low, it is not yet possible to provide free and compulsory primary education for all the children. In *Nigeria* in 1964, only 31.4 per cent of the primary school-aged children went to school; the teachers' organization of this country states that this percentage lies between 5 and 40 per cent for most African developing countries. *Colombia* states that in 1962 the school-aged population was divided into 1,288 730 literates and 1,661,760 illiterates.

In economically highly developed countries, university education is sometimes already free, or otherwise it is ■

moot point whether it should be free. Another moot point is whether compulsory schooling should extend to 15, 16, 17 or 18 years of age. In a highly developed country, such as the *U.S.A.*, the NEA further formulates the demand: "A system of free public education to promote lifelong learning."

Summarizing, it can be concluded that there is hardly any difference of opinion regarding whether primary education should be free. In most countries this has been realized. The general picture points to the trend of secondary education becoming free, although in some countries the opinion prevails that it is sufficient to provide scholarships and loans, especially when this education is not compulsory. Free higher education has only been realized in a limited number of countries so far. It is, however, fairly general to provide scholarships and loans for gifted students.

Meanwhile, opinions differ so that it is not always clear what is understood by free education. Sometimes this means no fees. Other replies also include free textbooks, free transportation, free school meals, no examination fees and, especially when the student can no longer live at home, compensation towards the cost of living. *Japan* (JTU) points to the fact that although no school fees are paid, the costs of primary and secondary education for the parents amount to \$52 and \$56 a year per child, respectively (1962). From this observation it is clear that education without school fees does not yet mean free education.

AVAILABLE BUILDINGS

With regard to the available school accommodations, shortages are observed almost everywhere. However, the term "shortage" is very relative. This can be explained by two examples. *China* and *Scotland* respectively state that 97 per cent and 100 per cent of the pupils can be accommodated.

In *China* four per cent and three per cent respectively of the classrooms have two, three and four shifts, whilst the class size varies between 50 and 60 pupils. If, as a starting point, a more justified class size, e.g. 30, were taken, then about half the pupils could not be accommodated.

Scotland states that although there is shortage of room in many schools, no child is denied an education for this reason. Further, through an active building policy, the Government replaces many out-of-date buildings. It is added, however, that the rapid developments in science, technical subjects and modern languages cause relatively new schools to quickly become out of date.

These two examples make it clear that real shortages in accommodation should be determined by comparing the actual situation with a theoretical situation based on ideal conditions where a justified class size and modern school buildings meet the requirements of the time.

In economically highly developed countries the stress regarding the shortages in accommodation is placed on the inadequate replacement of outdated school buildings. In *England* and *Wales* the NUT has proved that the teaching profession can exert a great influence on making the public conscious of these shortages. By instituting an investigation and publishing the results, it made clear that "a very large proportion of children in both primary and secondary schools are being educated in crowded and unsuitable buildings." The Department of Education and Science set up an investigation which "more than confirms the Union's own findings."

In economically highly developed countries shortages in the field of higher education are rather frequently encountered. In several Western European countries the birth explosion immediately after World War II is indicated as the cause. These shortages also point to another

aspect — inadequate planning, for in between the birth explosion and its influence on the demand for room for higher education approximately 18 years have elapsed.

In the economically less developed countries the shortages have a much more absolute character and are found at all educational levels. Evidently the shortages for primary education will show the enormous backlog most clearly. Some examples may elucidate how great these shortages sometimes are:

—In *Ethiopia*, as a consequence of classroom shortages (and teachers), only “some 400,000 out of a possible 5,000,000 children actually enrolled in school.”

—In *Thailand*: “Shortage of school buildings in some instances has forced the use of makeshift spaces, with no walls and meager roofing — a situation not conducive to learning during the monsoon season. This situation is not unusual in the remote areas where less assistance is received from the Ministry of Education.”

—In the *Ivory Coast* the percentages of the pupils of the school-aged population accommodated in primary schools vary in the different school districts from 10.1 (Seguela) to 96.7 (Agboville).

—In *Colombia*: “Urban schools lack laboratories and libraries. Most of the public schools lack sportfields or play grounds. In rural areas the great majority of schools lack water and sanitary services.”

It is clear that only a well-planned, large-scale approach can eliminate the enormous backlogs. Thus *India* states that a large number of schools are being built “under a programme of community development,” in which the State grants 50 per cent of the expenses if the local community also provides 50 per cent. This is a valuable incentive to local initiative.

Uganda, where “most of the rural primary schools lack the proper buildings and barest minimum of furniture,” states: “The educational development plans envisage sufficient post-primary institutions in every district so that by 1985 most children up to age of 14-plus would be able to stay in schools, and many children up to the age of 16-plus.”

These are but two examples from the many of how systematic work is done for the improvement of the situation.

TEACHER SHORTAGES

The most essential condition for an efficient educational system is the presence of an adequate number of well-trained teachers. This is emphasized in all the replies.

With all the differences that come to light when studying the situations in the different countries, there is one striking point of agreement. The teachers' salaries compare unfavourably with those of the workers in industry, trade, the army and ministries. The complaint that graduates from the universities and fully qualified teachers prefer another career than that in education is rather general. In this way quantitative and qualitative shortages arise both in the highly developed countries and in the developing countries.

The shortages are of a quite different nature. Two examples may illustrate this.

—In *Canada* three-quarters of the classes have fewer than 34 pupils and 40 per cent fewer than 30 pupils. The CTF records a quantitative shortage, since a class size of more than 25 to 30 pupils is undesirable. In *Canada* there are few unqualified teachers; however, only 28 per cent have a degree. On this basis, the CTF reports a qualitative shortage.

—In *Korea* there are approximately 75,000 teachers in elementary schools and 30,000 in secondary schools with average class sizes of 63 and 35. However, to provide all children with primary and secondary education in classes of 50 and 35, 107,000 and 106,000 teachers respectively will be needed.

The examples make it clear that the shortages over the world are so different in nature that they are hardly comparable and cannot be measured with the same yardstick. For the rest it can be stated that *Canada* is a favorable exception among the highly developed countries, whereas there are a great number of countries in a definitely worse situation than *Korea*. In *Togo*, where only 37 per cent of the school-aged children are educated in classes of 50 pupils, only 70 per cent of the teachers are qualified. In *Colombia* about 14,500 out of 51,000 teachers are unqualified. In the *Dominican Republic*, where half the population is illiterate, we find in a population of 3,500,000 about 10,000 teachers less than 40 per cent of whom are qualified. In *Costa Rica*, 60,000 children are not enrolled in primary education out of a total school-aged population of 300,000.

Summarizing it can be said:

- a. When we start from a reasonable class size, almost everywhere there is a gap between the number of qualified teachers and general provision for all children currently in school. Too large class sizes are often encountered, especially in primary education.
- b. In secondary education there is a shortage of teachers for special subjects. The greatest shortages are recorded for mathematics and science. Shortages are also recorded for arts, crafts and humanities.
- c. In the economically less developed countries the shortages are greater still. The shortages are greatest in rural areas. A striking exception exists in *Panama* where “1,200 qualified teachers are looking for a job,” whilst 52,000 out of 225,000 children of school age receive no education.

PLANS TO OVERCOME TEACHER SHORTAGES

It is clear that it is necessary to consider measures to overcome the great shortages. In doing so, we can distinguish three stages: (a) planning, (b) short-term measures and (c) long-term measures.

The first phase of this is an investigation into the needs. *Germany* states that such an investigation has been made, both qualitatively and quantitatively. The results were alarming. The second phase is the determination of the aims and the measures to attain these aims and the points of time on which they should be reached. *Nigeria* points out that target dates must be set, with it being important to put first things first.

So far there is no difference between the approaches in countries of unequal levels of development. These differences come up when we judge the acceptability of the proposed measures.

SHORT-TERM MEASURES

A great number of measures to fight the qualitative and quantitative shortages are mentioned:

- Encouraging married women who have been teachers to return to school
- Making use of retired teachers
- Appointing unqualified teachers, whether or not attended with in-service training given during the evening hours, on week-ends or in summer courses
- Retraining from other vocations, which is stimulated by means of grants

- Using assistant teachers under the supervision of qualified teachers (e.g. the "Master Teacher Project" in *Ethiopia*)
- Conducting campaigns to retain teachers now working in other vocations
- Allowing teachers to work overtime
- Using audio-visual means in education and utilizing radio and television in fighting illiteracy.
- Granting study leave and scholarships to enable teachers to update their professional skills and/or to upgrade their qualifications
- Setting up temporary training for lower level teachers
- Recruiting teachers from abroad. Sometimes these are made available in the framework of international assistance programmes.

It goes without saying that the economic situation will play an important role in the judgment of the various measures. In highly developed countries the appointment of unqualified teachers and the lowering of qualification standards will generally be rejected by almost all organizations. Some countries believe that every emergency measure should be rejected as long as improvements in salaries and other conditions of employment are not simultaneously realized. This point of view is correct, since any lowering of quality in an existing educational system will in the course of time result in great damage.

It goes also without saying that in countries where a large proportion of illiteracy is still found, the judgment will of necessity be different, for we cannot see the educational system apart from the economic conditions.

LONG-TERM MEASURES

In the different reports the following are mentioned:

- Promoting the participation in education by extension of free and compulsory secondary education (*Switzerland, VSG*)
- Promoting greater social appreciation for the teaching profession among families, economic circles and universities (*Switzerland, VSG*)
- Improving the terms of employment as follows: better salaries, proper retirement scheme, decrease of teaching hours, periodical study leave and better promotion system
- Increasing the number of places in training colleges and universities, and setting up new training institutes
- Holding yearly publicity campaigns to win secondary school pupils and college students to a teaching career; sponsoring clubs engaged in this activity, observing Teaching Career Month (*U.S.A.*).
- Granting scholarships and loans to teacher-students, with the stipulation that the loans can be repaid when the teacher is earning
- Making the level of the training such that it does not compare unfavourably with the training level of other intellectual vocations.

The general opinion of the organizations is that all long-term measures will have an inadequate effect if salaries and other conditions of employment are not brought to a reasonable level. In this connection there are two observations worth noting. It is not sufficient that in any one country teachers be better paid than in other countries; it is necessary that the salaries be at the proper level compared with the salaries of other workers in the same country (*Sweden*). Teachers' salaries have to comply with criteria laid down by international bodies such as Unesco and ILO (*Nigeria*).

IN CASE OF BUDGET LIMITATIONS, WHICH CHOICE?

Which should have preference if budget limitations prevent the required provisions at all the levels: (a) primary education for all and secondary for a severely restricted number, or (b) primary and secondary for a significant number, but not all?

For a great many countries this question is not of importance, since compulsory primary education has been introduced and secondary education is in a reasonable or full state of development. Therefore, the reports from these countries mostly do not enter into this question. Also, for countries for which the question is significant, this question is sometimes not answered. Some of the answers received show that this matter has many aspects.

—*India*: The state is responsible for free and compulsory education for the age group of 8 to 14. In each five-year plan serious attention is given to this. Only for a certain, but increasing percentage is there secondary education. Conclusion of the organization: "It is impossible to expect this country to provide education for all pupils at all stages. It is for this reason that equality of opportunity has to be regulated within the limitation of the available resources. The basic principle, however, is that no one is denied the opportunity as a result of discrimination."

—*China*: "The fact that 96.7 per cent of school-aged children are attending school is representative enough for equality in educational opportunities."

—*Japan*: "The Government takes a policy of giving primary education for all and secondary education to those selected, but we are campaigning for primary education for all and secondary education to those wishing it."

—*Israel*: "Nevertheless, it is the opinion of the Israel preferred to secondary education for a limited number Teachers' Union that primary education for all should be . . . It is not a problem of equality, but a problem of enabling all children to take part in basic, national and human culture."

SOCIAL AND ECONOMIC BACKGROUND

Some parents in *Liberia* are not in a position to send their children to school because they cannot provide them with clothing needed for attending the school. Others keep their children at home so that they can assist in the work on the farm.

In the *Dominican Republic* many children leave school at the age of 9 or 10 in order to work as shoe-blacks, fruit-sellers or workers in the field. Also, school drop-outs frequently occur at high school and university levels. *Panama* records 130,000 children between 10 and 14 within the income-producing population.

Korea, where 65,000 boys and girls between 13 and 15 leave school for financial reasons, estimates that 80 per cent of the high school drop-outs become income-producers.

Australia states, like *England* and *Wales* (NUT), that the wish of a youth is to enjoy an income of his own is sometimes a decisive factor for leaving school at the end of compulsory schooling. *Australia* states that at the tertiary level the necessity to become income earners is a serious barrier for a considerable minority, especially among those unable to win a scholarship.

From these examples we see almost the whole scale of problems cropping up in connection with the relationship between income producing and school attendance. The problem is closely linked with the increase of economic prosperity. In the first stage the parents are sometimes too poor to send their children to school. Here we find school drop-outs at the primary level. With the extension of compulsory school attendance, an accompanying phe-

nomenon of increased prosperity, the drop-out problem shifts to the secondary school, and finally it is found at university level.

From several replies it becomes clear that in addition to the extension of compulsory school attendance the provision of free education, maintenance grants and scholarships the most effective counter-measures.

In *Uruguay*, where education is free at all levels "from the act of enrollment to the final examination including the use of textbooks," the state grants a small subsidy to promote school attendance to parents and guardians of every student under 18. In many cases it has thus prevented drop-outs.

That much can be achieved by making the parents conscious of the value of education is shown in the reply of *Ivory Coast*: "No Ivorian child, whatever his background is required to limit his schooling in order to become income-producing . . . Quite to the contrary, parents believe it is a crime to stop sending their children to school for such reasons."

ETHNIC OR CULTURAL BACKGROUND AND ABILITY TO BENEFIT FROM AVAILABLE EDUCATION

The ethnic background is not mentioned in any report as a factor of importance for the ability to benefit from education. To the contrary, *Malaya* writes: "In our multi-racial society, all outmoded conceptions of ethnic differences affecting the intelligence of children have been found to be totally false."

The ethnic background will in foreign surroundings certainly give difficulties in relation to language and culture; but then this is no longer a matter of an ethnic factor, but of a cultural factor or a social factor. The *U.S.A.* reports in this connection the fact that the majority of children who are culturally disadvantaged are Negro, American Indian or Spanish-speaking. In *England* (Joint Four), social and linguistic problems which cause inequalities are found in areas with a large immigrant population. *Israel* states that immigrant children, especially those from under-developed countries, have difficulties in "acquiring Hebrew language and even in adopting secular conceptions." *Rhodesia* (RATA) notes that African children, after five years of primary school, have to switch over from vernacular to English, "which affects the children's ability to grasp." This is the main reason why these children take a year longer for the primary school than the European ones in the same country. Difficulties are also encountered in *Liberia*, where English is the medium in education. In *India* the medium in education on all levels is one of the 14 national languages. This limits brilliant students; they cannot enjoy education in leading institutes using a different language. The need for one general language, at least for higher education, is strongly felt.

In many reports figures prove that the cultural background strongly influences participation in secondary and higher education. *Germany* provides the following figures for the higher education:

	Total Working Population	Total Student Population
Workers	56.6%	6.0%
Office workers	19.7%	29.7%
Civil servants	7.7%	34.2%
Independent occupations	16.5%	30.7%

From similar statements in other reports it becomes clear that we are faced with a rather general phenomenon for the highly economically developed countries. *France* (SNI) states expressly that the main cause is "cultural level and not wealth" and continues: "When the father has no degree, a high income contributes little to school achievements."

In developing countries, the same is sometimes found. *Togo* says, "Children from 'advanced families' benefit fully from education, while uneducated farmers refuse to send their children to school, even though they may be financially able to do so." *Uganda*, which has the same findings, mentions four counter-measures: (a) a national mass literacy campaign, (b) community development projects and extra-mural classes to make men, and more particularly women, conscious of their responsibility, (c) establishment of parent-teacher association and (d) selection of teachers for their ability to lead the community in many activities.

England and Wales (NUT) and the *Netherlands* (NOV) point to the fact that not only the cultural environment is of importance, but that the effects of a poor cultural, social and linguistic environment are detrimental and have a lasting effect. An investigation by Douglas in *England and Wales* has shown that the ages before entry into compulsory education are of vital importance for the formation of linguistic concepts, which are the tools of further learning. The effect of deprivation at this age does not materially diminish through formal education. To the contrary, the lag increases during school life. *The Netherlands* points to investigations which show that "this lagging behind of children from the lower classes could probably be explained in part by the fact that the school has been set up from value standards characteristic for the higher social classes." Both reports call this phenomenon in their countries one of the most serious impediments for equal opportunity through education.

GEOGRAPHICAL LOCATION AND AVAILABILITY OF EDUCATION

Apart from a few exceptions, the educational provisions for rural areas are less satisfactory than those for towns. Although often the causes are not quite the same, the problem can be summarized as follows:

- In less densely populated areas primary education is often given in one-teacher schools. Secondary education will often fail there. In developing countries the primary school will also often fail or be incomplete.
- It is difficult to provide rural areas with teachers. This results often in the fact that the least competent and the unqualified or poorly qualified teachers work in rural areas.
- Owing to the larger distance from the universities, the rural areas have a much larger percentage of students.
- There is also the lack of vocational and technical schools.
- In countries where education is organized according to provinces or states (e.g. *Canada* and the *U.S.A.*), the provisions for education in the poorer parts are less satisfactory than in the richer.

The following measures are mentioned among others to fight the difficulties:

- Boarding allowances, maintenance grants and scholarships to make attendance at secondary and higher education facilities elsewhere possible.
- A growing movement to abolish the one-class schools and smaller schools and to put the students in central schools (*Germany*). *England* (Joint Four) and *Canada* are doing the same for secondary education, with the result that a greater variety of courses can be provided.

- Village development plans (e.g. *Thailand*).
- Free transportation by school buses or by rail.
- Establishment of small rural schools with one or two teachers "fully established in the primary service, equipped to the same standards and staffed with teachers as fully trained as those in urban centres" (*New Zealand*).
- Provision of primary and secondary education by a State Correspondence School (*New Zealand*).

PHYSICAL CONDITION

HEALTH SERVICES

Nearly everywhere the school or some other agency cares for some measure of health services. An exception is the *Dominican Republic*, but there, too, the teachers' organizations fight for the setting up of "a department or division of school health services."

Although the necessity of school health services is always recognized by the teachers' organizations and almost always by the governments, there is a great difference in extent and intensity of these services and in the way in which they are organized. The school health service is often attended to by public health agencies, set up by municipality, province or state, sometimes by a separate school health agency and in some cases by school doctors or private doctors.

The extent and intensity of the health services are in board lines related to the prosperity of the country, but when reading the reports, the impression is gained that in several developing countries the school health service is built up together with the school system.

Some quotations may illustrate which levels of school health services are found in the reports:

—*Ceylon*: "While both these factors [physical health programme and school health service] have been recognized in our schools and much has been done especially with the former, much remains to be done with the latter."

—*Korea*: "Each school has the service of a doctor, whose main responsibility is to administer physical examinations. There are few full-time nurses: 733 in elementary school and 74 in secondary schools. This number is increasing."

—*Finland*: In primary schools there are public school doctors, with nurses acting as aids to these doctors; dental care is handled in the same manner. In secondary schools the service is less comprehensive. Certain organizations, supported by State and community, support consultation bureaus and special clinics, e.g. posture clinics, and provide important information in nutrition and welfare.

—*Ivory Coast*: "A school health service checks the health of pupils all over the country." A school social service "provides a liaison between school and home in all cases where a child poses a 'social problem' . . . The maladjusted children service is conducting a programme against juvenile delinquency."

—*Japan* (JTU): "Physicians, dentists and pharmacists, in many cases eye, ear, nose and throat specialists, are assigned to all primary and secondary schools for routine medical checkup of children, which is carried out at least once a year. Besides the medical checkup, X-ray examination of the chest, tuberculin test, BCG injection, vaccination and inoculation against epidemics, such as Japanese encephalitis and polio, are provided." The JTU is not content, however: it reports a shortage of nurse-teachers and the fact that the quality of school lunches is inadequate as a result of too low subsidies.

—*Sweden*: "Sweden has free school meals, free medical care and, up to a certain age, free dental care. In the last case, a nationwide reform to include all citizens is in preparation."

In addition to what has been mentioned, mental health care, the promotion of good health habits and dealing with health and physical education in the curriculums are of great importance. In connection with physical and mental health services, *Switzerland* (VSG) remarks: "The main function of child guidance centres at the present time is to study guidance problems, to determine causes for failure and to prepare special courses for retarded and slow-learning children."

With the increasing prosperity, the function of the school health services changes. Thus *England* and *Wales* (NUT) states with regard to school meals: "This has ceased to be a question of nutrition, and has become partly a matter of convenience to many mothers who are at work during the day, and partly an element in the general social education of children." On the medical side, the stress was originally on the combating of diseases, but in a later stage this becomes the care for the overall well-being of the pupil, physically and mentally.

EDUCATION OF THE PHYSICALLY OR MENTALLY HANDICAPPED

There are immense differences with regard to special education, although the problem attracts attention almost everywhere. *Togo* reports, "At the present time there is no special service for retarded children." In the *Dominican Republic* and *Panama* the situation does not differ. *Ceylon* remarks, "What has been done so far only touches the fringe of the problem." *Malaya* makes a start with this form of education: a special section of the Ministry of Education plans for the needs of handicapped children. "A special school for the blind and deaf has been organized. Work for spastics and retarded children has only recently started."

France (SNI) says that the problem of retarded children has not found a solution. Out of 460,000 mentally handicapped children, only 65,000 are placed in special schools or classes. Out of 118,000 physically handicapped children (principally paralytic), only 3,000 go to school.

However, the *Netherlands* (DAST) comments: "In all towns and rural districts special schools are available for all types of physically or mentally handicapped children."

New Zealand, which does not claim to have the problem completely solved, seems to have come far. "The following special education services are available: schools for the education of the deaf, with boarding allowances where eligible; sight-saving classes for children with seriously defective vision; speech therapy classes, to eliminate or assist defective speech; health camp schools where children with poor health, or who are emotionally disturbed, may be educated in a health-promoting environment; teachers for children committed to hospitals; special ment; hospital classes under the supervision of fully trained classes and special schools, with trained teachers and specially equipped classrooms, to cater for the education of children of low intellectual ability; special schools for the education of the physically handicapped, crippled children or those affected by cerebral palsy; and occupation centres for occupational therapy and vocational training for children and adolescents of seriously defective mental ability. Assistance is given to children who are emotionally disturbed to restore them to full mental health. For this purpose, the Educational Department maintains a psychological service staffed by fully trained psychologists to counsel parents and children, and to advise teachers on problems referred to them. Visiting teachers are employed to maintain a close liaison between schools

and homes, and to assist in cases where progress at school appears to be below expectation. Remedial classes and clinics are maintained to give special tuition to children who for one reason or another have failed to learn at the normal rate." These educational services are free and available to all children who need them.

There lies an immense difference between what *Togo*, *Panama* and the *Dominican Republic* report on the one hand, and the *Netherlands* and *New Zealand* report on the other hand. Somewhere between these two levels there are the other countries.

Two special aspects have still to be mentioned separately: *England* and *Wales* (NUT) suggests that "special schools should be used where the degree or nature of the handicap makes it necessary or very desirable that this kind of educational provision should be made, but that wherever possible children with milder degrees of handicap should be educated in the main stream, and that the aim of special education should be returned to the main stream wherever possible. Some limited provision is made for the education of handicapped children in ordinary schools."

China notes that in addition to classes for retarded children and for emotionally maladjusted children, most schools also offer classes for gifted children. Also, the *United Arab Republic* points to the existence of special classes and schools for "the advanced and talented pupils in the preparatory and secondary stages."

Summarizing, it should be noted that almost everywhere very much work has to be performed in order that mentally and physically handicapped children obtain optimum development opportunities. As regards the organization, it is an important point of discussion as to how far these opportunities should be offered in separate schools and classes.

RACE AND SEX

According to the reports, in only a very few countries is race a factor of importance with regard to equal opportunity through education. In *Rhodesia* (RTA and RATA) African children are put behind non-African. For the latter group there is compulsory education up to 16; however, this is not so for the former. There are "more secondary and technical school for whites than for Africans." Whites can afford the school fees, whereas Africans are often compelled to take their children from school because of the fees.

The *U.S.A.* also points to the race factor. "A few American Indians on reservations and Eskimos in Alaska remain out of the mainstream of American public schools. Negroes are handicapped in the southern states both by the poverty of those states and by the now-condemned, but traditional policy of separate schools."

That difficulties on this point are not easily forgotten, even if they have disappeared, is expressed by the *Dominican Republic*: "In spite of the evils we have outlined, in our country, race and sex are not significant factors . . . The prejudices of the past, however, have not totally erased the imprint of their consequences."

Japan (JTU) mentions the "problem of the outcast which is similar in nature to discrimination by race. People who were engaged in certain types of trades in the feudal age were made to live in secluded areas. Their descendants are deliberately grouped even today to form their own villages." Because of poverty, children of these groups often cannot attend school. The JTU co-operates in the struggle to secure equal rights for these children.

Earlier in this summary attention was drawn to the social, cultural and language problems of immigrant children in *Israel*, the *U.S.A.*, *England* and *Wales*. The Joint

Four reports: "Efforts are being made to provide special tuition in English for immigrant children, so that they may be able to take their place in the normal classes."

New Zealand provides an interesting survey about the education of the Maori people, in which it is said that "the results have been widely acclaimed as being more successful than those of any other similarly placed country." Still, neither the association nor the National Committee on Maori Education are satisfied with the results obtained. The final conclusion is that "to afford equal educational opportunities to Maori children, or to migrant children whose mother tongue is not English, there must be more than equal provision in staffing, finance and equipments."

Summarizing, it can be seen that almost without exception governments and organizations are convinced that the factor of race may not be an impediment for equal opportunity for any child. However, the full realization of this principle presents difficulties in some places either in the form of sometimes rather serious pedagogic problems, or by not yet conquering local prejudice.

Let us gratefully acknowledge the generally hopeful situation in the reporting countries, but let us not forget at the same time that history shows that prejudices on the basis of racial differences can suddenly crop up again. And let us not forget either that the world is wider than the reporting countries!

As regards the factor of sex, the girl has traditionally had fewer opportunities than the boy. The formal impediments have, however, disappeared everywhere, or they are in the course of disappearing. Some examples:

—*Japan* (JTU): "Discrimination by sex was eliminated after the war, and co-education is in force up to university level."

—*United Arab Republic*: "Before the revolution girls had a specific type of education, besides the general schools." This type of education has now disappeared.

—*Liberia*: "Because of the dowry custom among the tribes," the necessity of much education for girls was not felt. This has gradually changed and a great number of girls go to school. Co-education and the insight regarding the place of the woman in the modern community widen "the base of equal opportunity among the sexes."

In spite of the formal equality of opportunities for the sexes, there remains still a number of differences:

—*Togo*: "But in rural areas many parents still think that only boys should go to school."

—*Malaya*: "However there is a tendency to regard boys' schools as slightly more important." Girls often have to sacrifice opportunities for brothers.

—*Germany* produces figures from which it appears that as a result of "traditional prejudice or shortsightedness" girls make less use of educational opportunities than boys, especially on the level of university education. "It appears that with a higher educational level of parents this bias is decreasing."

Similar observations are made by *Canada* and *England*. For the latter country, Joint Four reports: "Many professions, e.g. engineering, law and architecture, are difficult for girls to enter unless they are of exceptional quality."

Although it is generally accepted that, in spite of the formal equality of opportunities, girls benefit less from these opportunities than boys, the following examples show that this rule, too, is not without exceptions:

—*Uruguay*: "Drop-out cases are more frequent among boys than girls. Financial difficulties at home compel the sons to work." *Korea* reports the same phenomenon.

Canada, which was already mentioned above regarding the negligence of certain educational opportunities by girls, also points to two quite different phenomena which indicate that girls have more opportunities than boys to raise their socio-economic status: "There is another criticism which has been levelled against the educational system, to the effect that it has been too much geared to the needs of girls, at the expense of boys. Girls, it appears, tend to have more success with the curriculum offered by the schools. Moreover there are more opportunities to girls for training in social mobility occupations, such as nursing and stenography."

In spite of these examples, it is evident that, although in general there is no matter of discrimination, tradition and socio-economic conditions result in girls' making less use of the available educational opportunities than boys.

EDUCATION AND THE INDIVIDUAL'S APTITUDES AND ENVIRONMENT

BASIC SKILLS

With regard to the basic skills which all students should acquire, there is rather general agreement. Mentioned most frequently are reading (including language), writing and arithmetic; history, geography and civics (often combined as social studies); general science; health habits and physical education; arts; moral or religious education. Sometimes one or more of the following are added: home economics, agriculture, a foreign language, mathematics and military training. The enumeration does not mean that the mentioned basic skills are of the same level. Reading (including language), writing and arithmetic are clearly mentioned as the "tool" subjects in some reports.

That at the primary stage the stress falls less on the separate branches appear from the fact that in several reports there is no longer mention of history, geography and civics, but rather of social studies. Most clearly this trend is found with *England* and *Wales* (NUT) which says: "The basic essentials all students should acquire must be skill in the art of communication in words and in figures, in addition we would see the function of education at the primary stage as a means whereby the child is put in touch with his environment and cultural heritage."

It is not possible here to enter deeply into the problems of the basic skills. It should, however, be added that in countries where primary education for a large part of the children is also final education, the tendency is understandable to let the children acquire more skills. Thus, we should view the addition of agriculture and home economics in this light.

Finally, *Rhodesia* (RATA) makes a very good point when it comments: "It is realized that not everyone can pass examinations, but all products of our schools should be, or are expected to be, of good character, responsible and self reliant, able to think for themselves and to assess and weigh situations independently, and able to appreciate what is good and beautiful."

SPECIALIZATION IN SCHOOL PROGRAMMES

In countries where education is organized according to state, province or district, it appears difficult to answer clearly whether, when and in which way general education becomes more specialized, for the situation differs from state to state, province to province and district to

district. The difficulty of painting a picture becomes much greater still when the material from 44 reports has to be evaluated, for the number of systems becomes still greater. Moreover, the terminology used is not always clear. Ultimately it is essentially a matter of comparing educational systems, which — this is known from the comparative education — demands much study and elaborate reporting if a somewhat clear picture is to emerge. For these reasons, in this Synthesis a few rough lines should suffice. These will be drawn with the help of three examples.

1. *U.S.A.*: "There is practically no specialization until the tenth year of schooling when students choose a secondary school curriculum, usually either college preparatory, general, commercial or vocational. The majority of secondary schools offer all four curricula in the same buildings and are called 'comprehensive high schools.' Some of the largest urban school systems have separate schools for each curriculum. Some small schools offer only a basic college preparatory curriculum."

A similar picture is offered by *Uruguay*, *Ceylon*, *New Zealand*, *Liberia*, *Malaya*, *Panama* and *Korea*, although the specialization may start a year earlier or later. Also, the manner of admission to the specializations shows differences. In the *U.S.A.* "the individual student may be advised and encouraged to select a suitable programme, *Malaya* selects by means of an examination and *Ceylon* says that the choice is made "upon the aptitudes and abilities of the student."

England (Joint Four) requires special mention in this group. The early specialization, often characteristic for the European systems (see group 3), has here been abandoned and now takes place after three years of secondary school at the age of 14-plus. The means of selection is a test, often considerably modified on the ground of the teachers' estimates. The demand to abandon the test altogether and to switch over fully to a comprehensive system is growing steadily. Comprehensive schools are found in two forms, some from 11 to 18 years of age, whereas others are split into junior high school (11-14) and senior high schools (about 14-18). The course in the senior high school "may be parental choice."

2. *Norway*: "Our nine-year primary school is stressed to a certain extent for the last two years. In these two years, pupils have a choice between three different plans in Norwegian, mathematics and English (which is a compulsory subject from the fifth grade) and between two different plans in German (a voluntary subject) and science. Pupils who aim to go on to a grammar school must choose the most difficult plan in all subjects where there is an alternative. Pupils who have completed the ninth grade, and who want to take a more difficult plan in one or more of the subjects mentioned, can stay for a tenth year. All secondary schooling is based upon the results of the examination at the end of the ninth year."

More or less comparable is the picture in *Japan* (JEA), *Denmark*, *Australia*, *Israel*, *Canada*, *Costa Rica* and *Sweden*, where sometimes the period of streaming takes one more year and/or forms part of the (lower) secondary education. There are also other differences. In *Israel* the examination at the end of this period is replaced by "I.Q. tests provided by the Ministry of Education." In *Canada* it is more a question of specialization (university preparatory, general academic, technical and commercial courses) than of streaming, but "transfers between programmes are possible."

The second group, with *Norway* as an example, distinguishes itself thus from the first by the tendency to decide earlier about the future destination of the pupils, although possibilities of correction remain.

France (SNES) should be mentioned in this group since "the Educational Reform proposed by the Ministry of Education" goes in this direction. At present the main specialization takes place "at the age of 13, the end of the observation cycle" (*lycées et collèges*). The proposed reform intends to divide the pupils at the age of 15, after the orientation cycle, into three groups: part-time education, "short" education and "long" education (*baccalauréat* or technical degree). SNES fiercely opposes these plans and demands the maintenance of the complete *lycées* (13-18). At the time it submitted its report, SNES stated that its members had been on an administrative strike since 12 February 1965. SNES also opposes these plans in other ways.

3. Switzerland (Vaud Canton): Education becomes specialized at the age of 12 after the second year of secondary education. "First-year students undergo intellectual and mental tests. During the second year they undergo guidance tests to place them in a better position to choose between the so-called classical, modern or science-mathematics sections leading to A, B or C degrees; or to elect to go to a general section, which does not lead to higher studies."

In this case an almost definite specialization falls again at an earlier time than in the second example, viz. at about 12 years of age. Comparable with this situation are *Scotland*, the *United Arab Republic*, the *Netherlands*, *Colombia*, *Uganda*, *Togo*, *Cameroun*, *Thailand*, *Ivory Coast*, *China* and *Rhodesia*; although a six- or seven-year primary school, sometimes divided into two cycles, will usually precede the time of selection in these countries.

The means of selection are different. In countries where secondary education is very limited, there are often competitive entrance examinations. In *China*, where the selection is prepared by streaming in the fifth and sixth grades, specialization is based on the desires of the pupils and their parents, and the finding of tests and counselling. A second and third specialization takes place at the end of the junior and senior high school. The *United Arab Republic* does about the same with the help of competitive examinations. *Scotland* and the *Netherlands* (DAST) specialize in accordance with mental ability on the ground of standardized tests, general school performance and teachers' estimates, although the *Netherlands* also uses the entrance examination.

Switzerland states that this early specialization offers difficulties, since the problems of switching in the case of incorrect specialization have not been solved. Moreover, "special classes" have been introduced by way of experiment for late-starting children.

Finally, two examples of a still earlier specialization have to be mentioned. In *Finland* most secondary schools take the pupils after four years of primary school. The means of selection is a two-day entrance examination and teachers' estimates. However, plans exist for a better system. *Germany* reports three systems: specialization in three separate schools after grade four, the same after grade six and "a comprehensive school, a school in which the different educational phases and the school programmes are integrated." It may be assumed that here, too, a tendency towards later specialization will be expressed.

The question of whether the applied systems guarantee equal opportunities is generally not deeply entered into. Characteristic is the reply by *Scotland*: "It works well, especially as there is provision for transfer from one course to another depending on success in the first two years of the secondary school." This is a conditional affirmative reply. The last word about specialization and selection has certainly not yet been said; however, the growing towards each other of the systems is remarkable. Thus,

the reporter heard an official of the U. S. Department of Education in Washington, D. C., say about the changes in American and European systems: "We seem to meet each other in the middle of the Atlantic Ocean." This pronouncement is typically illustrated in the reports.

When the limited availability of secondary education compels competitive entrance examinations, whereby the rejected pupils often enjoy no further education, this in many cases is not felt as inequality, as long as it is clear that no preference is given on the ground of race, sex or social conditions. If there is discrimination, such as in *Colombia*, "where there is great inequality in matters of education, matters are different."

ARE ALL TYPES OF SECONDARY EDUCATION AVAILABLE AND EQUALLY RESPECTED?

The question whether all types of secondary education are available on an equal footing has been taken in two meanings. One is that the question was whether every pupil could be admitted to any form of secondary education desired by him. Attention has been given above to this problem. The other opinion is that it was asked if the types of secondary education are all available to the same extent. In the economically less developed countries this question is often replied to in the negative on the ground that technical (vocational) education has not been sufficiently developed. In the economically highly developed countries this question is usually answered in the affirmative. Between these two extremes there are, of course, all sorts of gradations.

With only a few exceptions, e.g., the *Dominican Republic*, it is usually reported that technical education is less in esteem with the pupils and parents than academic education. *Denmark*, *Korea* and *Germany* point out that appreciation for technical education is increasing, but, says *Sweden*, "it will obviously take some years to change general opinion and cultural tradition in this field." And in this respect, *Australia* draws the attention to the fact that the problem will become different if it is a matter of higher technical courses after matriculation.

Ghana gives a very readable viewing about this problem. It observes: "Following the western, and in particular the British pattern of education, we have built up some prejudice against certain kinds of education; against certain 'un-academic' kinds of profession." It condemns this misconception and concludes that equal opportunity "relies on the varied nature of the nation's education system, taking all the varieties of human endeavor into account; the recognition and respect given to various studies and professions; and the ability of the system of selecting just the right types of people for each of the various studies offered. Without these a country's education system cannot boast of having given equal opportunity to its citizens through education."

DOES THE EDUCATIONAL PROGRAMME LEAD TO ADEQUATE JOB OPPORTUNITY?

—*Ethiopia* reports: "Intellectual resources are wasted in this country, either because of misplacement or because of lack of jobs . . . This situation results in frustration on the part of the individual, who gets a job which does not go hand in hand with the training he has received."

—*Australia* remarks: "For many years now Australia has had a shortage of all types of labour, especially skilled labour."

Again it is clear that the problems are widely diverging. However, what has been stated in some reports seems true, that first of all it is the task of the school not to train for closely outlined professions, but to supply pupils who are thus trained in academic, technical or commercial areas so that they will have the greatest possible freedom of movement in the community.

Meanwhile a number of programmes are mentioned which are of importance:

- The transition from school to work is attended with part-time education. *Switzerland (SL), Japan (JEA)*
- The opportunity is offered for pupils "to visit factories, shops, building projects and offices, in order to find out for themselves what kind of work they are best suited for." *Denmark*
- "Training for highly specialized jobs is often left to employers, or to post-secondary institutions. There are also re-training programmes for adults who left school without adequate training." *Canada*
- "Through a battery of tests, aptitudes are discovered and individuals are directed into areas in which they can experience satisfaction while earning a livelihood." *Liberia*
- Job counselling or vocational guidance takes place in the schools, followed by vocational and employment guidance after leaving school. *Ceylon, Ivory Coast, England and Wales (NUT)*
- School curriculum and examinations are studied to ensure that they are "relevant to the needs of the pupil as he takes his place in the community." *England (Joint Four)*
- "Periods of theoretical work alternate with periods of practical work in various trades." *Sweden*
- "In 1962 a survey was made into the needs of manpower. Schools on all levels educate their students to meet these needs." *China*
- "Many high school commercial and vocational courses provide training which leads directly to employment." *U.S.A.*

Shortcoming in this field have also been ascertained, e.g. in *Rhodesia (RATA)*: "This lack of consideration in the preparation of an educational programme to ensure adequate job opportunities after schooling, particularly after Standard Six and the Junior Certificate, causes frustration in the school-leavers."

Finally, it is wise to quote *England (ATCDE)*: "Is education, for example, to be taken in its broadest sense as a preparation for the whole of life, or is it intended more narrowly as preparation for a career? No firm answer can be given, but certainly those genuinely concerned about the education of the young intend more than the narrowest meaning."

SOME FINAL OBSERVATIONS

ILLITERACY

—*United Arab Republic*: "The revolution did not ignore those who were fated to grow up ignorant and illiterate,

unable to raise their standard of living to a human respectful level. Programmes have been prepared for erasing illiteracy in the United Arab Republic in a few years." Rightly attention is drawn to the fact that this fight should not only be directed against alphabetical illiteracy, but also against hygienic, vocational and cultural ignorance.

THE TASK FOR WCOTP

—*Nigeria*: "A system of international assistance to developing countries which are seriously grappling with free and compulsory education schemes will produce the necessary impetus. Giving adequate publicity to and promoting centres of excellence in this regard is a legitimate duty of WCOTP, as the whole world is now entering the threshold of a golden era in education."

PRIMARY EDUCATION

France (SNI) draws attention to the fact that in economically highly developed countries there is the danger that in aiming at equal opportunity the stress is placed too exclusively on secondary and higher education. This will sometimes lead to neglecting primary education. Rightly SNI warns: "the most dangerous method would be to break the foundation in order to enlarge the upper structure."

EQUALITY IS STILL IN THE FUTURE

Answering the question, what is understood by equal opportunity, the *U.S.A.* says: "Only when the school can develop each child and young person to the fullest capacity of his individual potential can full opportunity through education be achieved." Most countries will be inclined to agree with this definition.

England and Wales (NUT) adds: "In answering this inquiry, the Union takes the view that it is not enough to provide opportunities through education for personal and social fulfillment unless active steps are taken, outside the framework of education, to create the conditions under which the individual may have both the wish and the opportunity to make full use of the facilities provided."

Now arriving at the question whether in any country "equal opportunity through education" has been realized, this can be answered with the words of *Switzerland (VSG)*: "Equality is still in the future." With this the compiler of the present Synthesis wants to express that for all of us many, and often very different, tasks still lie ahead to bring the realization of our ideal closer. Let us always be encouraged in the struggle for the realization of this ideal by the inspiring words of the late John F. Kennedy, quoted by Dr. William G. Carr in his address to the WCOTP Paris Assembly: "Education is the keystone in the arch of freedom."

The following WCOTP members associations submitted reports on the 1965 Assembly theme: Australian Teachers' Federation, Fédération nationale des enseignants p ivés du Cameroun, Canadian Teachers' Federation, All-Ceylon Union of Teachers, The China Education Society, Asociación Colombiana de Profesores de Enseñanza Secundaria (Columbia), Asociación Nacional de Educadores (Costa Rica), Danmarks Lærerforening (Denmark), Federación Nacional de Maestros (Dominican Republic), Association of Teachers in Colleges and Departments of Education (England), Joint Committee of the Four Secondary Associations (Incorporated Association of Head Masters, Association of Head Mistresses, Incorporated Association of Assistant Masters, Association of Assistant Mistresses—England), National Union of Teachers of England and Wales, Teachers' Association of Ethiopia, Suomen Kansakoulunopettajain Liitto (Finland), Syndicat national de l'enseignement secondaire (France), Syndicat national des instituteurs (France), Arbeitsgemeinschaft Deutscher Lehrerverbände (Germany), Ghana National Association of Teachers, All India Federation of Educational Associations, Israel Teachers' Union, Syndicat national des enseignants publics de Cote-d'Ivoire (Ivory Coast), Japan Education Association, Japan Teachers Union, Korean Federation of Education Associations, The National Teachers Association of Liberia, Malaysian Teachers' National Congress, The Dutch Associations of Secondary Teachers (Algemene Vereniging van Leraren bij het V.H.M.O., Genootschap van Leraren aan Nederlandse Gymnasia en Lycea, Katholieke Lerarenvereniging "Sint-Bonaventura," Vereniging van Leraren bij het Christelijk V.H.M.O., Vereniging van Leraren aan Rijk Hogere Burgerscholen), Nederlandse Onderwijzersvereniging (Netherlands), New Zealand Educational Institute, Nigeria Union of Teachers, Norges Lærerlag (Norway), Asociación Magisterio Panameno Unido (Panama), Rhodesia African Teachers' Association, Rhodesia Teachers' Association, The Educational Institute of Scotland, Lararnas Riksförbund & Sveriges Högre Flickskolors Lärarförbund (Sweden), Schweizerischer Lehrerverein (Switzerland), Verein Schweizerischer Gymnasiallehrer (Switzerland), Education Society of Thailand, Syndicat des enseignants laics du Togo, Uganda Teachers' Association, United Arab Republic Teachers' Syndicate, National Education Association of the United States, Asociación de Profesores de Enseñanza Secundaria del Uruguay.

An Appraisal Of Leadership In Elementary Education And Proposals For Improving It

By L. J. Lockamy, Jr.

Preface

The increasing demands for special skills and the growing complexity of our educational system inform us of the great necessity for well certified and qualified educational leaders in our elementary schools.

To be successful, leaders of our elementary schools will have to be capable of adapting to change, of developing new skills after leaving school, of continuing the process of education while on the job, and of assuming new responsibilities.

"Until recently most of the important decisions about the school's curriculum, program, community relation and the like were made almost entirely at the central office of the school system; today, the individual principal in many of our elementary schools enjoys considerable autonomy. Thus the principal finds himself faced with responsibilities that can be successfully carried out only by a competent professional person of stature."¹

The purposes of this paper are to appraise some of the phases of leadership in elementary education and to give some proposals for strengthening them.

Present Leadership in Elementary Education

"The elementary school principals in America vary tremendously in perceptions of their role, in personality, in professional insight and in competence. They span the gaps between the mechanic and the creative leaders, the educational policeman and the democrat, the unstable and the kindly father, the consultant and the dictator, the autocrat, the unstable and the emotionally balanced, the educationally ignorant, and the forbidding and the friendly. Thus, there can be no one conventional image of the principal. Studies have revealed, however, that there are elements of images which are held in common by impressive numbers. The elementary principal is looked upon as one who drives and controls teachers."²

"In the eyes of the teacher the principal is to be placated, cajoled, and manipulated. On the other hand many teachers look upon him as a father-confessor, that he must perform counseling and guidance functions for the less mature more dependent members of the staff."³

Most teachers view the principal as an evaluator, no matter what particular evaluation program is used in the school. Still another image of the principal — image which assumes considerable importance — is the extent to which the principal is fair, and communicates a warm, friendly personality. Yet, we find that the cold executive exist in too many cases.

Parents tend to view the principal as a master teacher who knows a great deal about teaching and learning. They tend to think of him as efficient and helpful in working out problems with parents and teachers and that he is largely responsible for the policies and practices of his particular school; and that the principal does not listen to lay people and parents sufficiently, although they value highly his ability to run the school smoothly.

Among the important studies to comprehend the range and complexity of educational administration has been the School - Community Development Study at Ohio State University from 1951-1960 as a center for the cooperative program in Educational Administration under the W. K. Kellogg Foundation Grant. Significant work has been done in identifying critical areas of administrative behavior and carrying on studies of on-the-job behavior of administration in relation to these critical areas. These areas were described as: setting goals, making policy, determining roles, communicating, using the resources of the community, involving people, coordinating administrative function and structure, and appraising effectiveness.⁴

Physical Provisions for Elementary School Leaderships Are Inadequate

In the midst of a modern society, we still have many school buildings designed without careful thought being given to spaces and facilities needed for effective school leadership. Physical provisions for effective communication are very often overlooked, and conference and workrooms seldom have a definite relationship to the needs of the school. The inadequacy of physical facilities prevents the principal from effectively playing his leadership role.

Insufficient Personnel

Many schools remain without sufficient personnel to allow the principal an opportunity to efficiently play his role as a supervisor. Several

schools are without assistant principals, clerical workers, and guidance counselors. As a result, the principal finds himself devoting his time to many administrative and clerical duties, thus not giving proper time to supervising the instructional program.

In many of our schools we have capable principals, but they are not able to function efficiently. Quite often problems are imposed on them by the central office that thwart their duties as principals.

Low Standard for Recruitment and Selection

In most of our larger school systems an orderly plan for recruiting and selecting principals has been established, but this is not true in the great majority of our school systems in this country.

"Local standards for recruiting and selecting leaders in elementary schools are apparently too low, because we have too many elementary principals without professional qualifications. The net result is; (a) that leadership posts in elementary education are filled with persons unqualified for the expected leadership, even though they may be fine persons in other respects; (b) teachers who have administrative promises are not encouraged to qualify themselves for elementary school principalships; and (c) there never does develop, except in large cities, a reservoir of qualified people from which selection can be made."⁵

In-Service Education

In many of our school systems very little effort has been made to develop in-service programs specifically designed for principals. Usually, principals mostly attend meetings provided for teachers. They do learn something from these in-service teacher meetings, but they need to experience many other types of in-service programs to become effective leaders.

"It is unrealistic to assume that certification requirements, university preparation programs, and local "hiring" plan will completely guarantee superior leadership for all elementary schools. Although appointments to the position can be made more wisely if these plans are in effect, there will be many individuals who will be deficient in some areas. Therefore, there will always be a need for growth and skill development for the person already on the job."⁶

Certification and Preparation

Our certification standards and preparation programs for principals are not planned to meet the needs of the leaders in our elementary schools today. We should not look upon certification as ultimate goals for leadership qualifications, but we must realize that it is one good way of attempting to assure that persons entering the

principalship have the preparation adequate for him to be or to become a competent leader.

"In some states requirements for certification have been enacted by state legislature. This is undesirable, because legislators are not qualified to establish the professional requirements for licensing of educational administrators no more than they are to establish such requirements for other professions. It is most difficult to enact desirable changes in such prescriptive legal requirements, to keep pace with new knowledge about improved methods and content in the preparation of professional educators."⁷

Authoritarian Leadership

There is a tendency for many of our educational leaders to supply all the guideline bars, or neglect to provide for the interaction of all persons concerned. This type of leadership is present in too many of our schools and it is damaging the total school program.

The image that the principal has of himself is to some degree at odds with the images that others have of him. The distance between these images is responsible to a great extent for much misunderstanding and, thus, inefficiency.

Proposals for Strengthening Leadership in Elementary Education

Crayon Sketch of a Principal

Philosophy

—Strong convictions about the role of education in a free society.

Insight

- The nature and psychology of learning.
- A map of values in elementary education based upon acceptable principles of child growth and development and emerging needs of society.
- The evolving role of the elementary school.

Professional Perspective

- Dedication to cultivation of individual growth.
- Skill and durability in personal relationships.

Self Evaluation

The writer suggests that the **proper** kind of **person** should **become** an elementary school **principal** first of all. What kind of person should be placed in a position of leadership in the elementary school? The opening sketch of the principal indicates certain qualities necessary, but, probably a discussion of the qualities is in order.

Mental Ability

The principal should be a person of above average ability. Stodgill⁸ examined 124 studies the relationship of personality factors to leadership. Some of his conclusions are as follows:

The average person who occupies a position of leadership exceeds the average members of his group in intelligence, scholarship, dependability in exercising responsibilities and in socioeconomic status.

Conceptual Ability

"situations beyond number are distorted by the influence of full - grown men and women who still see in art and prophecy in part."⁹ The sound administrator must be able to see situations in their proper light and thus, act objectively in projecting and reaching conclusions relative to all parts of the program.

Communication

Many school problems exist because its leadership has not been able to communicate properly to all persons involved in the total school program. If we are to improve leadership in elementary education, the principal must have the ability to communicate with skill the purposes and programs of the school.

Creativity

Quality education can only become a reality when leadership in education starts to think great thoughts, and to dream great dreams; and put these dreams and thoughts into constructive practice. If we are to improve leadership in our elementary schools we must have leaders who have creative minds to solve many of the emerging problems in school leadership.

Training

The principal must have a good liberal education, specialized training in administration and related areas, and technical knowledge about the processes of teaching and learning.

Personal Stamina and Task Commitment

The nature of education, the process of teaching and learning, is difficult and complex; because of this the principal needs tremendous physical and mental stamina if he is to withstand the many demands made of him.

To improve educational leadership we need principals who can make unfettering commitments to the task of educational leadership.

The Proper Function of the Principal

If the principal has the qualities just described, then this is the kind of person who is ready to look at his proper role as he relates himself to the total program.

Democratic human relations is his watch word as he functions as an educational leader. He should respect the dignity and worth of the total teaching and non-teaching staff; he should make each person recognize that he is important, and that his or her contribution, little or big, is vitally necessary if quality education is to become a reality in any school.

Leaders of elementary schools must realize that their major responsibility is the improvement of instruction and that most of their time should be spent in that direction. I am aware of all the tasks they have been performing and that many of these tasks are necessary; but I conclude that there are some other directions and possible delegations of responsibility that should be considered.

Suggestions

1. That full time assistant principals and clerical workers be assigned to all elementary schools with a school population of five hundred, and that personnel be assigned to all schools according to present demands.
2. That basic guidance services be provided at the elementary level.
3. That there be an up-grading of certification requirements for all elementary school principals.
4. That there should be a closer examination of research in order to determine if there is reason to consider a possible reorganization of the elementary school.
5. A system of granting leaves of absence to elementary school principals be developed for study, travel and research with pay.
6. That the size of the elementary school be generally reduced so that the elementary school principal can do justice in practice to the concept that the principal's major responsibility is the improvement of instruction.
7. That all principals be made aware that good, democratic human relations are the keys to successful school administration.
8. That students coming into administration and supervision be selected by consideration of their potential for academic achievement as well as competencies for the position.

The principal of today must have a clear knowledge of his assignment and should fully use the authority delegated to him in a fair manner. He must work for flexibility of his authority whenever this would improve the program of his school.

"The number of institutions offering programs in educational leadership should be far more limited than at present. If resources are better concentrated it is much more likely that adequate programs may be developed for training educational leaders. Furthermore, the number of institutions offering programs that at least theoretically qualify people for administrative positions far exceeds the number necessary to prepare the needed number of administrators. If educational administration is to become more truly a profession, it will have to reorder its training opportunities and programs in a manner somewhat similar to that undertaken by medicine four or five decades ago."¹⁰

Each institution preparing elementary principals should include in its program provisions for case studies, internships, and other field study experiences to add to the reality of the program and to produce more competent leaders.

Conclusion

The future principal must be broadly educated demonstrating breadth of understanding, in liberal studies, in technical knowledge of behavior science and specialized proficiencies. The major responsibility of the principal must be realized as that of improving instruction, and all things that make it impossible for him to do this must be removed from him. If personnel is not available for this purpose, they should be employed.

The writer suggests that the role of the elementary principal should be fundamental without respect to place; and yet there are local problems that relate to various sections of the country. The basic profile of the principal should be recognizable any place at any time. If the profession of education can bring into realization the kind of elementary school leadership outlined in this paper, many problems the profession now faces will disappear.

Footnotes

1. J. B. Burr, W. H. Coffield, T. J. Jenson, and R. L. Neagley, *Elementary School Administration*, p. 6.
2. *Ibid.*, p. 8.
3. Stiles, Lindley J. *The Teacher's Role in American Society*. The Fourteenth Yearbook of the John Dewey Society, p. 79.
4. Ramseyer, John A., *Factors Affecting Education Administration*, pp. 1-8.
5. Educational Leadership, *Principalship Preparation at the Crossroad*, Otto, Henry.
6. Shuster, Albert B., and Wetzler, Wilson F., *Leadership in Elementary School Supervision and Administration*, p. 476.
7. National Education Association, Department of Elementary School Principals, *Guidelines to Certification of Elementary School Principals*, June 1963.
8. Stogdill, Ralph M., *Personal Factors Associated with Leadership*, p. 63.
9. Overstreet, Howard A., *The Mature Mind*, p. 69.
10. Morphet, Edgar L., Johns, Roe L., and Reller, Theodore L., *Educational Administration*, p. 153.

VISITING SCIENTISTS PROGRAM EXPANDS

NCCHSP has assumed direction of a project formerly conducted on a national basis by the American Institute of Physics. The project which was known as The Visiting Scientist Program in Physics to Secondary Schools is being expanded in North Carolina to provide also for the other disciplines in science. The project provides professional scientists as visitors to interested high schools. The program is somewhat analogous to the Visiting Professor technique which is widely used by universities throughout the country.

The North Carolina Committee for High School Physics is a functioning activity of three parent professional bodies: The North Carolina Academy of Science, the North Carolina Association of Engineers, and the North Carolina Department of Education. Its members include three physicists, three engineers, three public school men, and one member from the State Department of Education. Other activities of the Committee include publication of a large handbook of physics teachers and the holding of a two-day session of lectures by outstanding leaders in current physics. These lectures are held in Chapel Hill during Christmas vacation and are an expenses-paid feature for physics teachers.

The new program as conducted by NCCHSP will be directed by Professor R. M. Helms, of East Carolina College. Dr. Helms has been involved in the national program as Co-Chairman for North Carolina for six of the seven years of its service. Dr. Helms was also the principal organizer of the Physics Section of the North Carolina Academy of Science, and served as long-time secretary and chairman of the Section. Professor G. P. Williams, of Wake Forest, will be in charge of the new program for western North Carolina. Dr. Williams has served as Co-Chairman for North Carolina in the national program.

The Visiting Scientist Program offers opportunity for high schools to have a scientist

in either Physics, or Chemistry, or Biology, or perhaps two or even three of these, to visit the school for a full day and to be utilized by the school for enhancing their science program. There are many ways in which the resources of the visitors may be used. Since the Visiting Scientist is an expert in his field, he may lecture, or lead discussions in science classes. He may advise with students on projects and investigations which they are pursuing. He may help the science teacher with knotty problems which have eluded understanding. He may make recommendations about use or repair of equipment on hand, or the purchase of new equipment. Sometimes the Visitor is asked to meet with the science teachers and the principal, and perhaps with a school board member, after school. Often the local situation or initiative results in new procedures, different from the customary ones. The Program is in no sense one of inspection, grading, or rating, and no report is made by the Visitor to any organization as to the science curriculum or capabilities of visited schools. Neither is the Program used for recruitment of students to any particular college. Rather, there is a mutual give-and-take between Visitor and visited school with very often great benefit to the Visitor.

The purpose of the Program is to help the science teacher to generate interest of the students in the sciences. This is much needed in view of the rapid expansion of each of the fields of science. These truly exploding fields make increasing demands for trained personnel at the levels of skilled workers, technicians, researchers, and teachers, as well as other professional categories. For example, the research work in physics is doubling in *each* seven years. Only by presenting the sciences to high school students

as desirable occupational areas can the rapid expansion be maintained. It is hoped that the Visiting Program will contribute to such interest.

In the past six years about forty of the larger high schools of the state have participated in the Visiting Scientist Program in Physics as conducted by the American Institute of Physics. A number of these high schools have participated more than once. Now that there is a separate program for North Carolina alone, it is hoped that other schools may be added to the list. There is no expense involved by the visited high school since the Program is financed by the National Science Foundation. The principal or science teacher of any senior high school may initiate a request for participation in the Program by writing to Dr. R. M. Helms, Director, Visiting Scientist Program, Box 2693, Greenville, North Carolina.

Film Strip Highlights White House Conference On Education

The National Education Association has extracted the highlights and major issues of the White House Conference on Education for a full-color sound filmstrip narrated by news commentator Howard K. Smith. *Highlight of the 1965 White House Conference on Education* includes salient points of the key speeches — among them those of conference chairman John W. Gardner, President Johnson, U. S. Commissioner of Education Francis Keppel, and Vice-President Humphrey — as well as some of the most provocative comments of panelists and audience members.

Review copies of the filmstrip are available from the NEA Publication Division.

A New Publication

ALCOHOL AND THE NEGRO — EXPLOSIVE ISSUES, by Dr. John R. Larkins is scheduled to be published on October 10, 1965. This book is concerned with the impact of alcohol and the Negro on some of our major institutions — religion, the economy, politics, and government. The history and patterns of use of alcohol will also be included. The manufacture, sale and use of alcoholic beverages and the social, economic and political status of the Negro have been major issues in America since its earliest history. Although there have been other issues, these two have been among the most persistent. These have had and continue to have a profound influence upon our major institutions.

Harry Golden, Editor and Publisher of the CAROLINA ISRAELITE, in the Introduction to the book, has this to say: "It would be an injustice to think of this Larkins study solely in terms of its timeliness. Timely indeed it is and the association of the use of alcohol with the current Negro civil rights movement is not only inescapable but proper. But this book will continue on as required study of one of the great dilemmas of mid-twentieth century America." Golden also stated that: "What this book is really about is the compulsion which result from pressures which lead to certain social patterns, and, alas, certain personal habits. These are conditions we had better understand if we are ever going to change and better them."

The Record Publishing Company, Zebulon, North Carolina will publish this 254-page book.

Our Obligation to the Boys and Girls We Teach

J. V. Morris, Principal
Mary Potter High School
Oxford, N. C.

It is safe to assume that everyone present today is interested in education in its broadest sense because of its far-reaching effect as it pertains to those with whom each of us is personally concerned—the children in the classroom. There are many facets of education that are needed today to produce really educated children who will develop into wholesome women and men.

Since this statement is true, everyone who is directly or indirectly concerned with education must prepare these youngsters for the roles they must play in their communities, the nation, and the world. This being true, "They must be taught to behave as they do not behave," says John Ruskin. They must be trained into the perfect exercise and the kingly continuance of their bodies and souls, rather than teaching to them only the shapes of their letters and the tricks of numbers, thereby leaving them to turn their literature to lust and their arithmetic to roguery. This training will come only through painful, continued work which is administered kindly and watchfully through praise and example.

We are obligated to help our children become open-minded, have courage, and faith. We must teach them how to make friends and to keep them. We must teach them to be high-minded among the drudgeries of life. After they have been

taught these ideas and values that give meaning to life, they, as adults, should be able to look into the face of the most forlorn mortal and reach out and help him. They should know how to live, hope, pray, and not fear death. This idea is voiced in the words of Theodore Roosevelt:

"To educate a man's mind and not his morals is to give menace to society."

A similar thought has been expressed by Booker T. Washington in this statement: "An ignorant thief will steal coal from a railroad. Educate him, and he will steal the railroad."

There are four things pupils must do if they are to be educated; namely, learn to love their fellowmen, perform and act from honest motives, think without confusion, and trust in God and Heaven securely.

As educators, we are aware that the learning process is a gradual one calling for patience and understanding. Even the slowest child can learn. If, however, the teaching of facts is too rapidly done, it will be as meaningless as turning a faucet on full force into a cup which continuously fills up and runs out because the process is too fast. Limited capacities require gradualism.

Jesus, the greatest teacher, imparted to His disciples His teachings gradually, gently, and simply, for he believed that it was better to retain a little rather than lose all.

Another illustration of gradualism and patience may be seen in the adage about the carpenter. As a carpenter "walks" a spike into the grainy meat of a two-by-four piece of oak, he gradually drives the spike in. Through his persistent blow by blow, the nail is clinched. He realizes that his persistence and continuity will have the desired effect, and impatience will only mean a bent, ineffective nail.

Many of our educational problems are tough like the oak; therefore, the way of the carpenter must be adopted. Temper force with patience, persistence with understanding.

We are obligated to our children by assisting them in finding motives for living. With the right motives, the chance for them to achieve success is greater. There is a great need for teachers who will become a part of the community in which they live and work so that the youngsters may see early in life a need or motive for living. We are reminded of the fable about a dog who chased a rabbit, and failing to catch it, became the object of laughter. He replied, "Remember, the rabbit was running for his life, and I was running only for the fun of it." If a teacher is running the gamut of the profession merely for the material values realized, his purpose is meaningless; therefore, he should *Get out of the profession if he can't pay the price*, for success in life depends largely

upon motive. Methuselah lived to be 969 years old, but what else did he accomplish? What were his purposes and motives for living? We, as teachers, cannot afford to live wasted lives; we must live purposefully as examples for the children we teach.

A man once said that if it were not for a handful of thinking men who guide the destinies of us all, the world would be of little consequence. Life tests men for their values and worth. Two coins may be alike in appearance; however, one is genuine, the other is counterfeit. The bounce of the true coin determines which is of value and which is valueless. The value of the educator is determined by his bounce — those who do not possess real worth quit; those of value snap back. Teachers then must accomplish the tasks of educating the youngsters to the true and definite values in life. The motion picture "Madam Curie" revealed to us that after the 487th experiment by the Curies to isolate radium, Pierre gave up in despair to be challenged only by his wife Marie who said, "If it takes a hundred years it will be a pity, but I dare not less than work for it as long as I live." The resolute determination of Marie Curie brought immeasurable value to mankind. Edison failed many times in his effort to invent the incandescent light, yet he tried again — and won.

Teachers, we can never quit; we have great obligations to our youth in their struggle for survival to meet the pressing demands of life. Let us teach our children then how to combat defeat and remain loyal employees of the general public. Let's assist them in realizing the impact that our American society has upon us. Let's teach them to be democratic citizens. Let's help them to achieve the fiscal support for education that we feel is necessary, for education can only prosper and be effective in an atmosphere condu-

cive to learning. Let's contribute, teachers, to the welfare of the children we serve.

To accomplish success in educating our children, the calibre of individuals entering the teaching profession must be competent, professional, have integrity, and the respect of the public. He must follow a code of ethics worthy for youngsters to emulate. This procedure must be followed if we are to raise a better generation. The greatest job of this generation is to raise a better generation. You are continually working with the world's most important potential — Youth.

Our task is not to solve the problems our young people have now and will meet, but to teach them to face and to solve their own problems.

Our obligation then as professional individuals is to labor in the following ways to help our youth:

1. reconcile the pupil to the use of his own judgment
2. lead him to cultivate good habits, interests, attitudes, and activities
3. teach him to do his share of the world's work . . .

make a living and a life and own his share of the world's machinery of production

4. enable him to make his contribution toward a better world
5. deepen his appreciation for America and the free life within
6. encourage him to seek freedom from crime, poverty, and preventable disease
7. seek a healthy mental attitude which will enable him to get along with others without sacrificing principle or following the crowd

These students of ours are —about to vote

—about to marry and become parents of those for whom all human endeavor exists

—about to meet the pressures of life which are capable of reducing life to mediocrity —about to meet opportunity

They need tools.
They need dreams.

Yours is the enviable opportunity of helping to provide the tools which will see their noblest dreams to fruition.

Mutual OF OMAHA

Income Protection
Hospitalization
Life Insurance
Plans Especially
Designed for Teachers

MUTUAL OF OMAHA INSURANCE COMPANY
Life Insurance Affiliate: United of Omaha
Home Office — Omaha, Nebraska

G. A. RICHARDSON — General Agent
Winston-Salem, North Carolina

J. A. MORAN — General Agent
Wilmington, North Carolina

J. P. GILES — General Agent
Asheville, North Carolina

Classroom Teachers News

Highlights Of The Classroom Teachers National Conference

The 22nd annual Classroom Teachers National Conference was held at the University of Connecticut at Storrs, July 4-16, 1965.

Special emphasis at the Storrs sessions were placed on the need for continued improvement of education for the child in a rapidly changing society, and professional growth and economic stability for teachers. Each of the 350 participants at Storrs presented ideas and asked questions at workshop meetings and heard the views of many of the nation's topflight educators at general sessions.

Leading speakers included Richard D. Batchelder, president of NEA for 1965-66; T. M. Stinnett, assistant executive secretary for NEA's Professional Development and Welfare; Homer Babbidge, Jr., president, the University of Connecticut; James Russell, secretary, Educational Policies Commission, NEA; William J. Trent, "Time" magazine, and others.

Batchelder stressed the role of the teacher as a necessary part of the task of building better

educational programs in cooperation with NEA, state, and local associations. He also spoke strongly for continuing action to enforce true academic freedom for teachers. Russell dealt with the problems and prospects of teaching. Stinnett dwelt on the "coming revolution" in education with "the inpouring of federal funds" at present only the beginning of "massive" aid.

Babbidge outlined the New England area's cooperative work among the colleges of each state.

The conference at Storrs was international as well as national. Edward Homer, president of the National Union of Teachers for England and Wales, explained that in his organization the word "union" means "association" for all practical purposes. Three educators from India attended, and The Overseas Education Association was represented by Ernest Champaign.

Mrs. Thelma F. Davis, DCT's 1964-65 president, Griffin, Ga.; the new president, Mrs. Elizabeth D. Koontz, Salisbury, N. C. and other officers participated in most sessions.



North Carolina Teachers Association participants at the NEA Department of Classroom Teachers' Twenty-second National Conference at the University of Connecticut at Storrs, July 4-16. Classroom President Mrs. Elizabeth D. Koontz is third from left, front row.



THE GAVEL IS PASSED—(Left to right)—Mrs. Elizabeth Koontz, in-coming president of the NEA Department of Classroom Teachers receives the gavel from out-going president, Mrs. Thelma Davis. Mrs. Koontz will be on leave from her classroom duties to serve as president for one year.



PLANNING AHEAD—(Left to right)—Mrs. Koontz and Mrs. Davis make plans for the following days' work.



FLOWERS FOR A FIRST LADY—(Left to right)—Mrs. Ernestine F. Starnes, president, North Carolina Classroom Teachers, NCEA, and Mrs. Margaret Wilson, president, North Carolina Classroom Teachers, NCTA, present a bouquet to Mrs. Elizabeth Koontz, following her installation as President NEA-DCT on July 5.



WHERE DO WE GO FROM HERE?—(Left to right)—Richard D. Batchelder, president, NEA; Mrs. Elizabeth D. Koontz, president, NEA-DCT; Mrs. James A. King, vice-president, Region VII, National Congress of Parents and Teachers; and Guy Outlaw, vice-president, Connecticut Association of Classroom Teachers.

Batchelder addressed the Conference delegation. His topic was "Where Do We Go From Here."

Beautiful Bronze Doll

By Ruby J. Gainer

Dedicated to Elizabeth D. Koontz

Beautiful Bronze Doll with glamour galore—
How could local NEA - DCT ask for more?
Eyes sparkling bright with a twinkle of love,
With a charming angel face given by God above
To spread courage, cheer, faith and hope to
nations,
And to create the correct image for future
generations.
Beautiful Bronze Doll with a breath-taking smile
That delights friends to linger and walk the
extra mile,
Supreme service and devotion to duty is her
silent plea,
Committed and determined to fulfill the golden
promise of democracy.
Proudly and bravely we hail the first lady of
NEA - DCT,
Triumphantly, we salute "Mrs. Bronze America"
to be.
Beautiful Bronze Doll turns the pages of history
In a land with a heritage of liberty, security
and opportunity.
Together with banner high we face the dawn
of day.
The torch of freedom illuminates the path and
points the way
To a united profession leading, lifting, serving
all mankind.
Guided by wisdom of God one world to bind.
Beautiful Bronze Doll may never enter the Hall
of Fame,
But in the hearts of the people will be written
her name,
Honored and applauded for a record equal to
space,
Girded with beauty, brains, and the epitome of
grace,
Robed with hopes and fears of the present age
While classroom teachers call for action on the
world stage.

Southeast Regional Conference

November 4 - 6, 1965
Durham, North Carolina

(Tentative Program)

(Registration: Wednesday evening, November 3
through Saturday morning, November 6).

Thursday, November 4

9:00 a.m. SCHOOL VISITATION

1:00 p.m. EDUCATIONAL TOURS

2:00 p.m. INSERVICE TRAINING
WORKSHOPS

New Methods and Materials of
Instruction

Role of Local Association in Im-
provement of Instruction
Beginning Teacher and You

8:00 p.m. OPENING OF
GENERAL SESSION

"Opportunity for Responsibility"
—Mrs. Elizabeth D. Koontz,
President, NEA Department
of Classroom Teachers

9:30 p.m. FRIENDSHIP FIESTA
Friday, November 5

9:00 a.m. GENERAL SESSION

Role and Program of Depart-
ment — Margaret Stevenson,
Executive Secretary, NEA De-
partment of Classroom Teach-
ers

10:30 a.m. WORKSHOPS
Conditions of Work
Citizenship
Tenure
Leadership Training

2:00 p.m. GENERAL SESSION

Presentation on Professional Ne-
gotiations — Dr. Jack Klein-
mann, Assistant Director,
NEA Research Division
(Following presentation, conferees
will buzz in small groups and pose
questions to Dr. Kleinmann.)

3:45 p.m. GENERAL SESSION

Legislation pertaining to the
Elementary and Secondary
Education Act of 1965

8:00 p.m. GENERAL SESSION

Human Rights and Million Dol-
lar Fund for Teacher Rights

Saturday, November 6

9:00 a.m. BUSINESS SESSION

Amendments to the NEA Bylaws
DCT Regional Resolutions

2:00 p.m. GENERAL SESSION

Changing Pattern of Education
(Panel will discuss present and
future changes in education.)

6:00 p.m. BANQUET

"Free to Teach" — Richard D.
Batchelder, President, Nation-
al Education Association

Classroom Teachers State Workshop



NCACT STATE WORKSHOP, NCTA DISCUSSED — Left to right: Mrs. Margaret W. Wilson, president, North Carolina Association of Classroom Teachers; John Starie, (keynoter) NEA Consultant for Local Associations; Mrs. Edna Richards, executive secretary, NCACT and Charles Deubel, president-elect, NEA-DCT and workshop consultant, discuss the NCACT State Workshop program, held at Shaw University in Greenleaf Auditorium, Saturday, September 25. The theme was, "Opportunity for Responsibility."

Speaking on the topic, "Developing Effective Associations," John Starie, NEA Consultant for Local Associations, told 120 teachers attending the Classroom Teachers State Workshop, September 25, that a local association in any of its guises is the most important agency in the profession. Starie challenged the local associations to discover the concerns of their members by listening to their problems and encouraging them to talk. He advised the local association presidents to make the teachers aware of all phases of their programs, including state-wide credit union, the NEA Investment fund and the NCTA insurance program. Also local workshops should be held to determine how the teachers can use the new money coming into the schools. Teachers should be concerned with the defense of the members. Serious consideration should be given

to participating in the Million Dollar fund, which is designed to protect the human, civil, and professional rights of educators. Local associations must be concerned about "freedom to teach," securing good tenure relations and the development of good policies in our schools," he stated.

Teachers should become more involved in political activity by being more informed on the issues—knowing the candidates and supporting the preferred candidates as a group, not only with contributions, but also by getting the voters to the polls.

In conclusion Starie said that consideration should be given to develop the kind of local associations that uncover the talents which have been found in such leaders as Mrs. Elizabeth Koontz, NEA-DCT president and Richard Batchelder, president, National Education Association.

The NCTA Credit Union



By F. D. McNeill, Treasurer - Manager

The NCTA Credit Union movement is booming. We have grown more than \$35,000.00 during the past two years. We celebrated our 4th Anniversary October 1, with assets of \$42,500. Loans in force total about \$40,000. Have you joined this fast growing credit union? It costs only \$5.25 to join and shares are \$5.00 each thereafter. **The 5% dividends, life insurance on shares and loans at no extra cost and the 6% maximum loan rate makes our credit union hard to beat.** Join today and save \$10.00 monthly with us.

The primary purpose is systematic saving through one or two shares a month. We paid 5% dividends in 1964 and anticipate the same for 1965 which substantiates the emphasis on saving.

Low cost loans are secondary with a 6% maximum. Reflecting progress, our normal loan limit is \$500.00 with consideration up to \$2,500.00 providing the member qualifies with the necessary security. Loans of \$250.00 plus the member's shares may be secured on the member's signature. Above this amount normally requires a co-signer or other security. Only the member's signature is needed on our saving plans or estate loans in which we loan the member funds with all of it going to shares.

In an effort to expand the service, **about 8 of every 10 applicants are successful borrowers.** Help us gain an additional \$20,000.00 by May 1, 1966 so we can serve 9 of every 10 applicants for loans. We have not to date had an uncollectible

loan, although we have utilized some unusual techniques to recover our funds. We refinance, grant extensions with a slight charge and the like to help our members.

Why not establish your credit with us now by participating in one of the plans listed on the inside back cover of this issue. Start early as it requires about 10 days to complete processing for new members. Naturally, instant credit is available to those members who have established good records with us.

We are member-owned, member-operated with operating policies established by the Credit Union Board of Directors within the framework of state laws and regulations. Board members and credit committee members are elected each January in the annual meeting. Our members may establish policies by 2/3 vote in the **annual meeting which is January 15, 1966, Headquarters Building Raleigh, N. C.** You should vote in person or by mail proxy for the things you desire to become effective.

Join this great society in providing service to your fellow co-workers today.



Miss Clementine McQuaig

E. B. Palmer, executive secretary of the North Carolina Teachers Association has announced the appointment of Miss Clementine McQuaig to the position of Secretary to the Executive Secretary of NCTA.

Miss McQuaig is a native of Durham. She is a graduate of Hillside High School and the Durham Business College. She is a member of the Union Baptist Church at Durham.

Miss McQuaig held a secretarial post at Lakeview Elementary School, Durham, prior to coming to Raleigh.

— Motions Carried —

By the constitutional revisions enacted by the 1962 Delegate Assembly of the North Carolina Teachers Association (Article IV, section 8), printed below are "all motions and common consent enactments made and carried by the Board of Directors during the past year."

September 26, 1964

—that the minutes be approved with proper corrections.

—that the Treasurer's report be adopted.

—that we accept the report from Mr. McNeill and that items in his recommendations be acted on separately.

—that the salary of Miss Barbara Williamson be thirty-six hundred dollars (\$3,600.00).

—that we approve the purchasing of the adding machine for the Credit Union.

—that the third recommendation by Mr. McNeill be referred to the Personnel Committee.

(To consider establishing the necessary machinery in order that staff members will have at least every other Saturday off).

It was the common consent of the group that the Personnel Committee be requested to make a recommendation on a salary scale for personnel members.

It was the common consent of the group that all districts will elect one representative to the NCTA Board of Directors. All eight representatives will be permitted to serve three years after which they will be staggered.

—that we vote on Mr. McNeill and Mr. Elliott B. Palmer simultaneously.

—that Mr. Fred D. McNeill become Acting Executive Secretary (as of today, September 26, 1964) until an Executive Secretary is appointed.

—that we accept the recommendation from the Budget Committee to give an additional one hundred and sixty dollars (\$160.00) to the Department of Administrators and Supervisors.

—that we withhold the entire amount (\$814.56) as a part of the promotional fund to be extended during "Libby's" tenure of office.

—that the balance of the NCTA Special Campaign fund (\$814.56) be transferred to the regular NCTA accounts and include the eight hundred fourteen dollars and fifty six cents (\$814.56) in the 1964-65 NCTA Budget for the DCT promotion for NEA purposes.

—that the NCTA Budget and Finance Committee audit the special NCTA Campaign Fund.

—that we reconsider the provision for the election of Board members by districts.

—that we rescind the action previously made on the election of Board members by districts.

It was agreed that the Board Members who have been elected at large will serve out their terms but they will represent the district in which they reside.

It was agreed that the members elected to the Board, by their Districts, will become Members at our next Board Meeting but after this year they will become members on September 1.

—that no district will elect a representative to the NCTA Board of Directors until the term of the present district representative expires.

—that we give Mrs. Della Perry a supplement of seventy-five dollars (\$75.00) and Mr. McNeill a supplement of one hundred dollars (\$100.00) for additional responsibilities during the shortage of staff personnel.

—that the Board recommend to the Time and Place Committee the dates that have been reserved at the Raleigh Memorial Auditorium for the NCTA Conventions.

—that the membership fees for the President and the Executive Secretary be paid.

—that we adopt the fiscal policy.

—that we recommend to the North Central District that their district meetings be changed from the first Friday in November to some other date not in conflict with the Southeast Regional Meeting of Classroom Teachers.

—that we rescind the motion on the NCTA Special Campaign fund.

—that the NCTA Special Campaign Fund be audited by an auditor.

It was the common consent of the group that our next Board meeting will be held on December 5, 1964 at 11:00 a.m. at the NCTA Headquarters Building. At this time the dates of all subsequent meetings will be planned.

—that we adjourn.

December 6, 1964

—that the loan be granted (Mr. Cooper and Dupree) with the expectation that the two hundred dollars (\$200.00) will be repaid.

—that the number of ballots cast for Executive Secretary be stricken from the records.

—that NCTA office space be granted to Mr. W. R. Collins, who will be serving as Hammocks Beach Promoter.

It was agreed that the Hammocks Beach Corporation be responsible for secretarial help.

—that the Treasurer's report be accepted.

—that the NCTA allocate up to fifteen hundred dollars (\$1,500.00), for this year, to the Credit Union.

—that the budget, as explained by Mr. Foster, be adopted.

—that the fiscal policy be reviewed in connection with payments of honorariums in the districts.

It was the common consent of the group, that we authorize the Executive Secretary to notify district presidents that they are not supposed to pay National and State Department speakers. This is a type of service that they render.

Mr. Palmer asked if we had a person holding a public position who was not under contract. He felt that the office personnel should be under contract.

—that the question asked by Mr. Palmer be referred to the Personnel Committee.

It was the common consent of the group that the supplements be paid. (See supplement to salaries in the September 1964 minutes.)

—that we accept with commendation, the handbooks on Guidelines for Local Associations of Classroom Teachers.

—that we make a contribution to Governor Sanford to be used as he sees fit.

It was the common consent of the group that the letter carry dual signatures.

If not, we will send our own letter.

It was the common consent of the group that the Liaison Committee will be responsible for assembling our statements including resolution at Seattle, Washington.

The following offices were offered to constitute the Executive Committee: President, Vice President, Recording Secretary, Treasurer, Budget Director, NEA Director and Past President.

—that the persons holding these offices listed constitute the Executive Committee.

—that five thousand dollars (\$5,000.00) be allocated over a two years period for the production of a booklet on the history of the North Carolina Teachers Association.

—that the total auditor's report be adopted.

It was the common consent of the group that we use the NEA theme which is "Education for World Responsibility" for our NCTA Convention Theme.

It was the common consent of the group that we have one speaker.

—that we meet Thursday at 7:00 p.m. through Friday night. The registration will begin at 5:00 p.m. Thursday afternoon.

—that the dates for District Meetings be approved.

It was agreed, that our next Board Meeting will be held on February 6, 1965. Dr. Duncan stated, that there is a possibility that we might have to meet on Friday night, February 5, 1965.

—that one thousand eight hundred dollars (\$1,800.00) be the contribution to the Legal Defense Fund.

Mr. J. L. Nicholson has resigned from NASSTA because of health reasons.

It was the common consent of the group that the Executive Secretary compose a resolution and send it to Mr. Nicholson.

—that we commend Mrs. Della Perry and Mr. Fred D. McNeill and other office personnel for serving beyond the call of duty in the absence of an Executive Secretary.

—that we unanimously accept officially Mr. Elliott B. Palmer as our Executive Secretary.

—that we adjourn.

February 6, 1965

—that the minutes be received and adopted.

—that office space be provided for Mr. Collins on the third floor.

—that an office be equipped on the third floor to be used by the Hammocks Beach Corporation.

—that one thousand dollars (\$1,000.00) be considered as the maximum amount to be allocated for the over-all equipment for the office to be used by the Hammocks Beach Corporation.

It was the consensus of opinion that sections of the report (Report of the Special Committee on Fiscal Policy) needed to be revised again by the special committee on fiscal policy.

—that the report on fiscal policy should state that such travel should be authorized by the Executive Secretary and President with the Board's approval.

—that the overall report from the special committee on fiscal policy be adopted with corrections.

—that the report (of the Convention Planning Committee) be received.

—that we have a business session at 6:00 p.m., on Thursday and a General Session at 8:00 p.m., at the NCTA convention.

—that we approve the recommendation for persons on various committees for the NCTA convention.

—that Mr. Corbett submit a written detailed report outlining the expenses for the Principals and Supervisors Conference to be submitted for review and action at our next Board meeting.

The group discussed ways of informing the teachers and principals in the State on a procedure for merger. The means by which we should get together (NCTA-NCEA) to formulate plans were also discussed. After much discussion it was agreed that the following information would be published in the Newsletter: NEA Resolution number 12, the Board's, thinking on merger which includes unification procedure by Mr. Lucas and agreed upon by the Board Members.

—that we go on record as approving an insurance plan for our employees with the association assuming total premium costs. This plan will have to be submitted to the delegate assembly before it can be put into effect.

In case of absence due to illness it was the common consent of the group, that the full salary be paid for seven days for the professional staff after which there will be a ten dollar (\$10.00) deduction per day for the professional staff and five dollars (\$5.00) per day for the non-professional staff for a twenty work day period at which time the Board will review the case.

It was the common consent of the group that the personal leave of employees should not exceed three days annually with no deduction. Personal leave would be left to the discretion of the Executive Secretary.

—that implementation of personal leave be restudied by the committee and recommendations be presented at our next meeting.

—that the first year would be a probationary period for all employees. At the end of the probationary period, provided services are satisfactory, this contract shall be a continuing contract.

It was the common consent of the group that the attorney be authorized to draft a more general continuing contract.

—that we accept the guidelines for information. (See personnel committee report).

—that we receive and adopt the Treasurer's report.

It was the common consent of the group that the Executive Committee will meet to consider the operation and improvement of the Headquarters Building.

—that we allot an additional one hundred dollars (\$100.00) to complete the renovation of the Executive Secretary's office.

—that we share the expenses of the N. C. booth with the NCEA.

—that the Executive Secretary's report be received.

It was the common consent of the group that Mr. Joe Duncan would be the official escort for "Libby" during the NEA Convention.

—that Mr. McNeill continue his plans for a bus tour.

—that the NCTA send Dr. Harris to the conference on Higher Education in Chicago on March 7 - 10, as the second delegate.

It was the common consent of the group, that this matter (of vouchers) be referred to the bookkeeping department for further study.

—that the Executive Secretary send instructions for proper accounting for delegates to justify expenditures when they are notified. This information should be sent to locals. We should indicate that this is a requirement of the Internal Revenue Service.

—that one hundred and seventy-five dollars (\$175.00) be given to each delegate.

—that we use #2 paper for the next edition of the Teachers Record.

—that we refer the matter of printing the Newsletter to the Executive Committee.

—that the Executive Secretary be instructed to establish a critical Editing Board since more than one person should decide on what should go into the Teachers Record and Newsletter.

—that we adjourn due to the lack of a quorum. March 27, 1965

It was the common consent of the group that no action would be taken on the minutes of the Board of Directors for February 6, 1965 until after the reading of the minutes of the Executive Committee.

—that the recommendations by the Executive Committee be acted on item by item.

—that the Department of Music Teachers develop a criteria and/or guidelines by which selections will be made for participants at NCTA convention subject to the approval of the Board

of Directors, and submit same in the form of a resolution to the delegate assembly at the 84th convention.

—that we accept the invitation from the Jack Tar Durham hotel and motel to hold our NCTA convention there next year contingent upon the available space for general and business sessions.

It was the consensus of opinion that we will be able to settle our 1966 contractual obligation with the officials of Memorial Auditorium in case we decide to have our convention in Durham next year.

—that we have the Fashion Revue at the Friday night session of the NCTA convention.

—that the NCTA purchase an automobile for the NCTA professional staff members.

—that we appropriate an additional two hundred dollars (\$200.00) for Mrs. Willa Johnson and that the money be taken from the Donald Dushane Memorial Fund.

—that we recommend for adoption, at the NCTA delegate assembly, resolution VII.

—that we reconsider the motion in the board meeting on February 6, 1965 which allotted one hundred seventy-five dollars (\$175.00) to each delegate to the NEA convention.

—that we rescind the motion to allot one hundred seventy-five dollars (\$175.00) to delegates to NEA convention.

—that we give two hundred dollars (\$200.00) toward expenses to be in attendance at the NEA convention.

—that the Delegate Orientation committee be empowered to fill vacancies, to handle emergencies and to appoint delegates in the event that it is not practical to have a board meeting.

—that the recommendation by Mr. Lucas to send the two District Coordinators as delegates to the NEA Convention be approved.

—that the nomination be closed on the two nominees. (Mrs. Leona Daniel and Mrs. Lucille Burton).

—that Mrs. Thelma M. Keck attend the NEA Convention as a delegate.

—that the Delegate Orientation Committee be responsible for the operation of the North Carolina booth and that Mrs. Edna Richards serve as coordinator.

It was the common consent of the group that we do not want a State Breakfast.

—that local associations not using all of their NEA credentials be contacted and that priority of credentials be given to student NEA advisors.

—that reports for delegates be bound for each delegate.

—that we adopt the previous minutes of the NCTA Board of Directors.

—that the minutes of the Executive Committee (February 20, 1965) be adopted with corrections.

—that the parking lot be repaired.

—that we accept the principle of hiring students under the Economic Opportunity Act, but the details be worked out by the college.

—that we offer special appreciation to Mrs. Keck for the work she has done.

—that the board does not favor this project (Charles Wesley) at this time due to the financial condition of the budget. All persons connected with this project should be commended for their efforts.

It was the consensus of opinion that the program has become so crowded that we are unable to include Mrs. Henderson from Henderson Travel Agency on the program.

—that the Board looks with favor on the request, from the Field Representative of the Hammocks Beach Corporation Board, for an adding machine.

—that appropriate words of sympathy be sent to Mrs. Jettie Morrison and that the Executive Secretary be requested to do this.

It was the common consent of the group that the following changes be made in the resolutions: The introductory statement followed by the resolutions will remain as submitted. (See Resolutions Adopted in May 1965 Teachers Record.)

—that the resolutions be adopted as revised and added.

—that the NCTA contribute up to one thousand dollars (\$1,000.00) on Mr. Lucas' expenses as a delegate to the World Assembly of WCOTP in Addis Ababa, Ethiopia.

—that the NCTA Leadership Conference be held on August 12, 13, 14, 1965 at Hammocks Beach.

May 19, 1965

—that the treasurer's report be adopted.

—that the nominations be closed on the two nominees. (Mrs. Eva M. Pratt and Mrs. Henrietta Hatton).

—that the minutes of our previous meeting be approved with corrections.

It was the consensus of opinion that the Executive Secretary will have to select the activities in which he plans to participate. It is impossible for him to answer the numerous requests made of him. His first obligation is to the NCTA membership.

It was the general consensus of opinion, however, that the NCTA had no alternative but to fight for the protection of its members.

It was the consensus of opinion, that resolutions 12 and 13 should be implemented. These resolutions were passed by the Delegate Assembly at the NCTA convention.

The NCTA reaffirms its objective duty and responsibility to defend and protect its members as approved by the 1965 delegate assembly in resolutions 12 - 13 and will hereby become a party plaintiff in behalf of its members in court.

—that in support of resolutions 12 - 13 the resolution just read be approved by the board.

—that the report by Mrs. Keck be accepted with appreciation.

—that the report by Mrs. Richards be accepted with appreciation.

—that we accept the report by the Field Representative with appreciation.

—that we appoint an individual for the Southeast region.

It was the common consent of the group that the Executive Secretary serve in the Southeast region manpower pool.

—that the Board of Directors went on record as supporting resolution XII which was passed at the NEA convention in Seattle, Washington.

It was the common consent of the group that a letter of commendation from the board be sent to Mr. C. O. Wright.

—that the proposed resolution (Desegregation of Professional Personnel) be sent to teachers of the North Carolina Teachers Association.

—that we send a letter and resolutions to each teacher individually in the North Carolina Teachers Association and that extra copies be sent to principals for non-members of the NCTA.

It was the common consent of the group that the NCTA staff give top priority to the communication to teachers.

—that a night letter be sent to local presidents stating that they will receive important mail within a few days and if necessary to have a call meeting for discussion.

—that the Executive Committee, Attorney

Curtiss Todd, the PR and R chairman and the Executive Secretary constitute the Legal Committee.

—that we reconsider the motion on the night letter to be sent to local presidents.

—that we rescind the motion on the night letter.

—that the platform of the North Carolina Teachers Association Philosophy statement of goals and objectives be taken care of by the NCTA office staff and Mrs. Elizabeth Koontz.

—that delegates to TEPS be given one hundred thirty-six dollars (\$136.00) each.

—that we reconsider the motion to send Mrs. Henrietta Hatton as a delegate to the NEA convention.

—that the name and position be stricken from the record. (Mrs. Henrietta Hatton, delegate to the NEA convention).

—that Mrs. Eva M. Pratt be given travel expenses to TEPS.

It was the common consent of the group that the request from Mr. Barber for a honorarium of \$50.00 be tabled.

It was the common consent of the board that we accept the dates subject to change on emergencies. (NCTA Convention 1965-66).

A Reminder

SOUTHEAST REGIONAL CONFERENCE

Registration: Wednesday evening, November 3 through Saturday morning, November 6.

Headquarters: Jack Tar Hotel, Durham, North Carolina.

First General Session: Thursday November 4 —Civic Center, Foster Street. Speaker — Mrs. Elizabeth D. Koontz, President, NEA Department of Classroom Teachers.

Banquet: Civic Center—Foster Street, Durham, North Carolina. Tickets are \$4.50 per person. For advance tickets write to: Miss Mamie Mansfield, 1213 Carolina Avenue, Durham, North Carolina.

Banquet Speaker: Mr. Richard Batchelder, President, National Education Association.

For Reservations: Write directly to Manager, Jack Tar Hotel, Durham, North Carolina.

1964-65 Membership Report

Any Errors or Omissions Will Be Gladly Corrected

COUNTY and CITY UNITS	No. Teachers and Prin.	No. Enrolled NCTA	Per Cent NCTA	No. Enrolled NEA	Per Cent NEA
COASTAL PLAIN DISTRICT					
CARTERET COUNTY	49	47	96%	47	96%
CRAVEN COUNTY	96	98	100%	97	100%
New Bern Unit	78	63	81%	68	87%
DUPLIN COUNTY	174	174	100%	168	97%
GREENE COUNTY	97	97	100%	97	100%
JONES COUNTY	64	65	100%	65	100%
LENOIR COUNTY	163	163	100%	158	97%
Kinston City Unit	112	115	100%	109	97%
NEW HANOVER COUNTY UNIT	212	197	93%	197	93%
ONSLOW COUNTY UNIT	110	111	100%	111	100%
PAMLICO COUNTY	44	13	30%	6	14%
PENDER COUNTY	106	105	99%	101	98%
WAYNE COUNTY	164	165	100%	164	100%
Fremont	5	5	100%	5	100%
Goldsboro	135	142	100%	140	100%
O'Berry School Unit	21	23	100%	23	100%
EAST PIEDMONT DISTRICT					
DURHAM CITY UNIT	306	290	95%	281	
N. C. COLLEGE AT DURHAM		4	2		
FRANKLIN COUNTY UNIT	29	29	100%	29	100%
GRANVILLE COUNTY - OXFORD	168	163	97%	157	93%
VANCE COUNTY - HENDERSON	173	173	100%	173	100%
WAKE COUNTY UNIT	284	286	100%	284	100%
Raleigh	213	215	100%	197	92%
Shaw University		2		1	
Saint Augustine's College		1		1	
St. School for Blind & Deaf		4		1	
State Department Unit		14		3	
Raleigh At Large		5			
WARREN COUNTY	129	131	100%	20	16%
NORTH CENTRAL DISTRICT					
EDGECOMBE COUNTY	181	185	100%	185	100%
Tarboro	62	60	98%	60	98%
HALIFAX COUNTY	258	216	84%	192	74%
Roanoke Rapids	38	39	100%	33	87%
Weldon Unit	52	53	100%	53	100%
JOHNSTON COUNTY	176	163	93%	119	68%
NASH COUNTY	207	206	99%	205	99%
Rocky Mount	127	127	100%	114	90%
NORTHAMPTON COUNTY	183	185	100%	185	100%
WILSON COUNTY	85	85	100%	40	100%
Elm City	40	40	100%	40	100%
Wilson County Unit	133	133	100%	133	100%
NORTHEASTERN DISTRICT					
BEAUFORT COUNTY	83	87	100%	74	89%
Washington City	77	80	100%	80	100%
BERTIE COUNTY	168	169	100%	165	98%
CAMDEN COUNTY	29	29	100%	28	99%
CHOWAN COUNTY	12	12	100%		
Edenton	55	54	99%	53	98%
CURRITUCK COUNTY	26	26	100%	26	100%
DARE COUNTY	4	4	100%	4	100%
GATES COUNTY	54	55	100%	44	81%
HERTFORD COUNTY	163	163	100%	163	100%
HYDE COUNTY	34	34	100%	34	100%
MARTIN COUNTY	160	154	96%	128	80%
PASQUOTANK COUNTY	33	33	100%	33	100%
Elizabeth City	67	70	100%	70	100%
Elizabeth City State College		1		3	
PERQUIMANS COUNTY	48	48	100%	48	100%
PITT COUNTY	267	262	98%	247	93%
Greenville City Unit	79	80	100%	80	100%
TYRRELL COUNTY	27	27	100%	27	100%
WASHINGTON COUNTY	73	72	100%	72	100%
PIEDMONT DISTRICT					
ALAMANCE COUNTY	110	104	95%	101	92%
Burlington	77	73	95%	73	95%
CASWELL COUNTY	113	116	100%	116	100%
CHATHAM COUNTY	104	104	100%	103	100%
DURHAM COUNTY	117	108	92%	77	66%
FRANKLIN COUNTY	115	107	93%	17	15%
GUILFORD COUNTY	117	120	100%	120	100%
Greensboro	324	330	100%	318	98%
High Point	133	125	94%	52	39%
A. & T. College		25		3	
Bennett College		12			
Palmer Memorial Institute					
LEE COUNTY	81	80	99%	80	99%
MOORE COUNTY	72	75	100%	73	100%
Pinehurst	14	13	93%	13	93%
Southern Pines	31	31	100%	31	100%
ORANGE COUNTY	72	63	88%	63	88%
Chapel Hill	48	46	98%	46	98%
COUNTY and CITY UNITS	No. Teachers and Prin.	No. Enrolled NCTA	Per Cent NCTA	No. Enrolled NEA	Per Cent NEA
PERSON COUNTY	106	108	100%	108	100%
RANDOLPH COUNTY - ASHEBORO	58	56	98%	56	100%
RICHMOND COUNTY	62	62	100%	62	100%
Hamlet	47	45	98%	23	49%
Rockingham	31	31	100%	31	100%
Morrison Training School	21	21	100%		
ROCKINGHAM COUNTY	43	43	100%	43	100%
Leaksville	35	35	100%	35	100%
Madison - Mayodan	27	27	100%	27	100%
Reidsville	66	63	95%	57	83%
SCOTLAND COUNTY					
Laurinburg	59	64	100%	60	100%
SOUTHEASTERN DISTRICT					
BLADEN COUNTY	156	146	94%	123	79%
BRUNSWICK COUNTY	91	91	100%	89	98%
COLUMBUS COUNTY	175	150	86%	150	86%
Whiteville	43	43	100%	43	100%
CUMBERLAND COUNTY	193	193	100%	193	100%
Fayetteville City Unit	194	195	100%	195	100%
Fayetteville State College	75	61	81%	40	53%
HARNETT COUNTY	150	149	99%	144	96%
HOKE COUNTY	87	85	98%	84	97%
ROBESON COUNTY	104	104	100%	104	100%
Fairmont	37	44	100%		
Lumberton	61	63	100%		
Maxton	33	34	100%	34	100%
Red Springs	33	33	100%	33	100%
Saint Pauls	35	35	100%	35	100%
SAMPSON COUNTY	156	156	100%	156	100%
Clinton	55	55	100%	55	100%
SOUTHWESTERN DISTRICT					
AVERY COUNTY	2				
BUNCOMBE COUNTY - ASHEVILLE	125	112	90%	119	95%
BURKE COUNTY	41	36	88%	36	88%
CALDWELL CO - LENOIR UNIT	43	43	100%	43	100%
CATAWBA COUNTY	91	79	87%	69	76%
CHEROKEE COUNTY					
Andrews	1	1	100%	1	100%
Murphy	3	3	100%	3	100%
CLEVELAND COUNTY	189	189	100%	189	100%
GASTON COUNTY	110	112	100%	109	99%
Gastonia	69	64	93%	62	90%
Cherryville	15	15	100%		
HAYWOOD COUNTY	11	11	100%	11	100%
HENDERSONVILLE UNIT	24	12	50%	11	49%
JACKSON COUNTY	5				
LINCOLN COUNTY	33	33	100%	33	100%
Lincolnton	6	6	100%	6	100%
MACON COUNTY	3				
MCDOWELL COUNTY					
Marion City Unit	16	16	100%	16	100%
MECKLENBURG CO. - CHARLOTTE	865	790	94%	761	88%
Johnson C. Smith University		3		1	
POLK COUNTY	14	14	100%	13	100%
RUTHERFORD COUNTY	64	66	100%	66	100%
SWAIN COUNTY	1				
TRANSYLVANIA COUNTY	7	7	100%	7	100%
WATAUGA COUNTY	3				
YANCEY COUNTY	1	1	100%	1	100%
WESTERN DISTRICT					
ALEXANDER COUNTY	15	15	100%		
ALLEGANY COUNTY	2				
ANSON COUNTY	88	88	100%	85	97%
Morven	28	28	100%	1	4%
Wadesboro	40	34	85%	22	55%
ASHE COUNTY	3	3	100%	3	100%
CABARRUS TRI-SCHOOL UNIT	125	121	97%	108	86%
Barber - Scotia College		2		2	
DAVIDSON COUNTY	95	93	98%	92	97%
DAVE COUNTY	25	25	100%	25	100%
FORSYTH/WINSTON-SALEM UNIT	526	495	94%	445	85%
Winston-Salem State College		28		16	
IREDELL COUNTY	61	61	100%	61	100%
Mooresville	19	19	100%	19	100%
Statesville	46	46	100%	45	99%
MONTGOMERY COUNTY	57	57	100%	57	100%
ROWAN COUNTY	111	108	97%	102	92%
Salisbury	54	50	93%	38	63%
Livingston College		24		8	
STANLY CO. - ALBEMARLE	58	58	100%	50	86%
STOKES COUNTY	26	20	77%	15	58%
SURRY COUNTY	30	21	70%	20	67%
UNION COUNTY	65	50	77%	52	80%
Monroe	34	35	100%	35	100%
WILKES COUNTY	29	29	100%	29	100%
YADKIN COUNTY	18	18	100%	18	100%

Teachers' And State Employees' Retirement System

- (a) The definition of an "employee" for the purpose of membership was clarified as follows:

"Employee" shall mean all full-time employees, agents or officers of the State of North Carolina or any of its departments, bureaus and institutions other than educational, whether such employees are elected, appointed or employed: Provided, that the term "employee" shall not include any justice of the Supreme Court, any judge of the Superior Court, or any part-time or temporary employee. In all cases of doubt, the board of trustees shall determine whether any person is an employee as defined in this chapter."

- (b) The definition of a "teacher" for the purpose of membership was clarified. The salary for regular service only is subject to retirement contributions (this includes local supplements, if local action has been taken to withhold contributions from the supplemental salaries paid to all regular "teachers" including full-time regular general employees). The 1965 amendment makes it clear that earnings in extra part-time or temporary employment including summer employment is not subject to contributions for retirement.

- (c) G S 135-3, subdivision (1), was amended in two respects to Agricultural Extension Service employees as follows:

1. Employees will be enrolled in the Teachers' and State Employees' Retirement System only to the extent of that portion of salary paid by the Extension Service if the county in which such individual is employed is a participating unit of the Local Governmental Employees' Retirement System. This will affect such employees in counties which started participating in the Local System after having elected to withhold and transmit contributions from the county portion of salary to the Teachers' and State Employees' Retirement System.

2. Professional employees who may be required to join the Federal Retirement System may by agreement be excluded from membership in the Teachers' and State Employees' Retirement System.

- (d) 1. G S 135-3, (subdivision 5), was amended to provide that any member on or after June 30, 1965, who signed a Non-Election Blank in 1941 and later became a member (pursuant to the provisions of this subdivision), may make a single payment covering the contributions which would have been withheld plus interest which would have been credited to the member's account and thereby be entitled to membership credits and prior service credits which became void upon execution of such non-election blank. Employer contributions must be paid by the fund from which the individual is currently being paid.

The Retirement System will compute the amount payable upon receipt of a schedule of regular salaries earned by the member during the period or periods involved. The salary should be shown by (1) fiscal (school) year between July 1, 1941 and June 30, 1955, (2) an eighteen months period from July 1, 1955 to December 31, 1956, and (3) calendar year thereafter.

2. G S 135-3, (subsection 8a), was amended by Chapter 1187 (SB 607) to provide that any member whose services as a teacher or State employee are terminated prior to earning a vested right of fifteen (15) years and who becomes employed by a non-profit, non-sectarian private school in North Carolina below the college level within one year after such member ceased to be a teacher of State employee may elect to leave his contributions in this Retirement System during the period he is in the employment of such employer.

The member is required to notify the Retirement System within five years after separation from service as a public school teacher or State employee of the date of acceptance of such employment in order to avoid losing membership in the system. If the member continues in the service of such school to age 60, he will be entitled to a retirement allowance based on the limited service for which he has credit. The service for which he has credit will be terminated if he fails to return to ser-

vice covered by this Retirement System immediately upon termination of employment with the private school, if such employment is terminated after an absence of five year from service as a public school teacher or State employee but prior to the attainment of age 60.

(e) G S 135-4 was amended as follows:

- (1) Subsection (a) was amended to provide that (notwithstanding the provision that any teacher or State employee who was a teacher at any time during the five years preceding July 1, 1941 and who became a member of the Retirement System prior to July 1946 is entitled to credit for all regular service prior to July 1, 1946) pursuant to Chapter 924 of the Session Laws of 1965 (HB 712), and member retiring on or after July 1, 1965 with credit for not less than ten years of membership service shall be entitled to credit for all regular service as a teacher or State employee rendered by him prior to July 1, 1941.

Any such member may request the Retirement System to furnish the required number of Forms 4, Certification of Service Claim, and have them executed by his former employers.

- (2) Subsection (f), was amended to provide an additional opportunity for a teacher or State employee to receive credit for World War II military service. The Act as amended, provides that a teacher or State employee who entered the armed services of the

United States on or after September 16, 1940 has two opportunities to receive credit for his World War II service, as follows:

1. Returned to service of the State prior to October 1, 1952, or
2. Returned to the service of the State thereafter and devote not less than ten (10) years of service to the State as a member of the Retirement System.

- (f) G S 135-5, subsection (b1), was amended to guarantee that benefits for service prior to January 1, 1966 will not be reduced under the average final compensation formula when the social security breakpoint becomes an amount in excess of \$4800. It was anticipated that earnings up to \$5600 would be covered by social security as of January 1, 1966. If the amount covered by social security becomes \$6600 in lieu of \$5600, amendment to the formula may be considered by the next General Assembly. This formula with the \$5600 break-point will be used until amended. When a member retires after January 1, 1966 with an average final compensation (average of the best five consecutive calendar years during the last ten years of service) of more than \$4800, two computations will be required.

To illustrate:

A member, age 65, retires effective July 1, 1966, after 40 years of creditable service

Average Final Compensation:	
Year	Salary
1961	\$ 4,800
1962	5,000
1963	5,400

1964	5,700
1965	6,000
	<u>\$26,900</u>
\$26,900 ÷ 5 Years =	<u>\$ 5,380</u>

Computation 1:

Average Final Compensation \$ 5,380
LESS: Social Security

break-point prior to January 1, 1966 4,800

Amount above break-point \$ 580

Benefit under maximum plan for each year of service prior to January 1, 1966:

\$4800 x .01 = \$48.00
580 x .015 = 8.70
\$56.70

\$56.70 x 39.5 (Years of service prior to January 1, 1966) = \$2,239.65

Computation 2:

Average Final Compensation \$ 5,380
(Less than the new break-point)

Benefit under maximum plan for each year of service after January 1, 1966:

\$5380 x .01 = \$53.80

Benefit for service after January 1, 1966

\$53.80 x .5 = \$26.90

(1/2 Year after

January 1, 1966)

Total benefit under maximum plan effective July 1, 1966:

\$2239.65 + \$26.90 = \$2,266.55

If the average final compensation had been in excess of \$5600 (in lieu of \$5380), the benefit for each year of service after January 1, 1966 would have been computed as in Computation 1 with a \$5600 break-point.

Benefits from the Retirement System will be slightly less for each year of service after January 1, 1966 for members whose average final compensation is in excess of \$4800 on account of the fact that the rate of contributions will be 4% of covered earnings up to \$5600 in lieu of only \$4800. The increase in social security benefits will more than off-set this reduction. In this illustration, the difference will be as follows:

Prior to 1965 Amendment:

Average Final
Compensation \$5,380

LESS: Break-point 4,800

In excess of
Break-point \$ 580

\$4800 x .01% = \$48.00
580 x .015% = 8.70

\$56.70 x 40 years = \$2,268.00
After 1965 Amendment
\$2,266.55

Yearly deduction in
benefit on July 1,
1966 after 1965

Amendment: \$ 1.45

The reduction in monthly benefits in this illustration is only (\$1.45 ÷ 12) twelve cents (\$.12) while his social security benefit will be increased by not less than 7% of the amount which he would have received prior to the 1965 Amendment to the Social Security Act.

Benefits under the various options will be computed in the same manner as formerly.

- (g) G S 135-5, subsection (f), was amended to clearly establish the fact that the designated beneficiary, rather than any other legal representative, is entitled

to receive accumulated contributions in event of death of a member prior to retirement.

- (h) G S 135-5, subsection (g), was amended to make improvements as follows:

1. Removed the requirement that a retiring member live 30 days after the effective date of retirement in order for an option to be binding. The requirement that an application must be filed 30 to 90 days prior to the desired effective date of retirement continues in effect; however, beginning on July 1, 1965, selection of a joint and survivor option at least 30 days prior to the effective date of retirement will guarantee benefits to the designated beneficiary in the event of death of the member on or after the established date of retirement. Since 1941, the Act has provided that a member who died within 30 days after date of retirement died as though he were in active service.

2. Removes the restriction that a member who made an early selection of a joint and survivor option at or after age 60 could not voluntarily change his selection prior to retirement. Death of the designated beneficiary prior to retirement of the member has automatically cancelled the early selection; however, the member now has the legal right to change his selection for any other reason.

- (i) G. S. 135-6 subsection (k), was amended to provide for expansion of membership on the medical board from three members to not less

than three nor more than five members. This action was taken on account of difficulties in getting a majority of three physicians together for a meeting.

- (j) G S 135-6, subsection (g), was amended changing the title of the chief administration officer of the Retirement System from "Secretary of the Board of Trustees" to "Director".

- (k) G S 135-8, subsection (b) (1), was amended to provide that effective January 1, 1966 the rate of deductions for retirement shall be four percentum (4%) of the portion of compensation not in excess of \$5600 (in lieu of \$4800) and six percentum (6%) of the portions of compensation in excess of \$5600.

- (l) G S 135-8 was amended to delete subsection (h) from the Act. This subsection was placed in the Act in 1963 with the thought that payment of additional contributions to the retirement system would qualify under the "Tax Sheltered Annuity Program for Teachers".

- (m) G S 135-18.1 was amended to clarify conditions under which contributions and credit for service may be transferred from the Local Governmental Employees' Retirement System to the Teachers' and State Employees' Retirement System when an employee of a unit of the Local System becomes a teacher or State employee. Such transfer of funds and credits for service may be made within five years from date of separation from employment covered by the Local System.

- (n) G S 135-28, subsection (a), was amended to clarify the conditions under which a

member of the Teachers' and State Employees' Retirement System may retain credit for his service if he becomes an employee of a political subdivision participating in the Local Governmental Employees' Retirement System. If a member of the Teachers' System has credit for 15 years of service, he has a vested right to a benefit at age 60 without continuing in service to that age. If he has credit for less than 15 years in the Teachers' System, he may retain this credit while he has an active membership in the Local System if he (1) becomes employed by a unit of the Local System within five years after separation from service as a teacher or State employee or (2) becomes employed by a political subdivision which thereafter becomes a par-

ticipating unit of the Local System within five years from the date on which the individual ceases to be a teacher or State employee.

Supplemental Pension Appropriation Acts of 1965

Chapter 1140 of the Session Laws of 1965 (HB 556) was enacted to provide funds for raising monthly benefits, under the maximum plan, from \$70.00 per month to \$85.00 per month for retired members who had 20 years of creditable service but did not qualify for social security benefits under the State's agreement with the Social Security Administration. Generally, members who retired on or after May 1, 1965 qualified for social security benefits and will not qualify for this additional pension. Each case will be considered individually.

If an eligible retired member could have been receiving \$70.-

00 per month under the maximum plan but elected to receive benefits under one of the options, his benefit will be increased by \$15.00 per month.

Chapter 1199 of the Session Laws of 1965 (HB 1165) was enacted to provide funds for the purpose of increasing to \$4.00 per month the retirement allowances paid for each year of creditable service to retired members who had 15 years but less than 20 years of creditable service and did not qualify for social security benefits under the State's agreement with the Social Security Administration.

This minimum monthly benefit will be payable, starting on July 1, 1965, to eligible retired members and will be paid as the actuarial equivalent of the amount which would have been payable under the maximum plan if the members elected to receive benefits under one of the optional plans of retirement.



Dr. Walter N. Ridley, president, Elizabeth City State College and long-time treasurer of the American Teachers Association chairs a symposium on the program of the 62nd Annual Convention of the American Teachers Association at Hot Springs, Arkansas, July 25-28, 1965.

Swing Into Action...

Share In The Victories

Some Other Benefits from Professional Membership

▪ *Salary Gains*—In all but one of the 338 systems with the nation's highest salary schedules, the teachers are represented exclusively or in strong majority by professional associations: local, state, NEA. NEA affiliates have been chiefly responsible for the minimum salary laws in 31 states. Some 2,000 association leaders have received training in salary procedures in NEA salary schools, and more than 400 associations have had direct consultation service from the NEA salary consultants, which has nearly always resulted in substantial salary gains.

▪ *Protection of Teacher's Rights* — NEA investigations and/or litigation are now under way in 20 states. Furthermore, NEA and local and state affiliates are leading the fight for tenure legislation and for written personnel policies — deterrents to injustice. Appeal for legal help to the state association and to NEA is open to any member. Financial help is also available to many who need it while their cases are pending.

▪ *Improvement of Instruction* — Approximately half of the NEA's total program — half its annual budget and staff time and energy — is allocated to the improvement of instruction and the development of better professional skills. Such work includes the activities of committees, commissions, and departments; instructional conferences; special projects; extensive publications.

▪ *Basic Research* — A staff of nationally known experts using electronic equipment and the best sampling techniques produce valuable research findings on school personnel policies, tenure and contracts, finance, or-

ganization, teaching conditions, teacher preparation, salaries, supply and demand, retirement, and many other topics.

▪ *Better Public Relations* — Knowledgeable information specialists make use of all the mass media, maintain special information outlets and news contacts in Washington, New York, and Los Angeles; have regular contacts with producers of radio and TV network programs; engage in year-round cooperation with numerous lay organizations; sponsor and co-sponsor such special events as Teaching Career Month and American Education Week.

▪ *Development of Policies and Standards* — Every major policy and standard affecting schools and teachers for more than a quarter of a century has originated in the professional organization or received strong impetus from it: tenure, retirement, leaves of absence, written personnel policies, salary scheduling, teaching assignments, working conditions, school consolidation, school support, preparation standards, the code of ethics, and more

▪ *Insurance, Investment, and Travel Opportunities* — NEA's low-cost life insurance plan, including coverage for members of the family, is carried by the Prudential Insurance Company. Now available for the first time is opportunity for NEA members to invest in an educator-managed mutual fund. Also offered to members are many low-cost tours to all parts of the world. These three types of service bring dollars-and-cents values to members who need and take advantage of them.

For further information, see the faculty representative of professional associations in your school, contact your state association, or write to:

National Education Association
Membership Division
1201 16th St., N.W.
Washington, D. C. 20036

Deadline For Maehling

Grant Applications

November 15

Classroom teachers intending to file applications for the 1966 Hilda Maehling Fellowships must get their applications in by November 15, 1965.

The Department of Classroom Teachers, largest organization within the National Education Association, annually sponsors the fellowships. They were established in 1959 to honor Hilda Maehling, first executive secretary of DCT and first assistant executive secretary for professional development and welfare of NEA.

The fellowship applicant must be a qualified classroom teacher and must submit for consideration:

- A description of the special project he intends to follow under a fellowship.
- Evidence of professional preparation, successful teaching experience, and outstanding professional service and leadership.
- Endorsements of his ability to follow-through on his fellowship plans.

Fellowship grants are made from income accumulating in a fund from voluntary contributions by teachers. The fund now stands at \$119,000.

Applications and information may be obtained from the Department of Classroom Teachers, National Education Association, 1201 -16th Street, N.W., Washington, D. C. 20036.

National Science Teachers Association Annual Convention — April 1 - 5

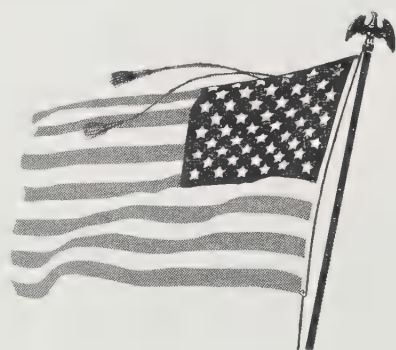
The National Science Teachers Association will hold its 1966 annual Convention in New York City, April 1-5. The theme will be "Science: Content, Communication, Controversy." Two innovations will characterize the meeting — one a series of seminars or short courses (three one and one half hour sessions) on current "frontier" topics in eight to ten areas of science; the other will be several programs devoted to contributed papers.

Anyone interested in presenting a paper on new instructional techniques, experimental programs, evaluation, teacher

training, etc., is invited to submit a 200-word abstract to the Convention program chairman, Dr. Morris Shamos, Chairman, Department of Physics, New York University, New York 10003.

The Convention will also include general session and other program meetings, an extensive display of educational materials — both commercial exhibits and those prepared by teachers or curriculum groups.

Official headquarters for the meetings and exhibits will be the New York Hilton Hotel, with the Park-Sheraton serving as an associated hotel.



Join the Star-Spangled Savings Plan

★ ★ ★ ★ ★ ★ ★ ★

**Buy UNITED STATES
Savings Stamps
and Bonds**

The Treasury's School Savings Program for Savings Stamps and Bonds blends patriotism and thrift in an ideal setting. It helps to train young Americans in self-reliance, the wisdom of money management, the acceptance of responsibility, and other values important to their growth.

By putting their dimes and quarters into U. S. Savings Stamps, thousands of young Americans are saving toward the purchase of U. S. Savings Bonds—one of the best investments any of us can make.

A successful School Savings program is based on partnership—the teacher, the child, the parent, the volunteers who make it go. Our country is a partner, too—because young citizens who buy Savings Stamps are helping to keep America strong.

EVERY AMERICAN SHOULD OWN

U. S. SAVINGS STAMPS AND BONDS



The U. S. Government does not pay for this advertisement. It is presented as a public service in cooperation with the Treasury Department and The Advertising Council.

OPPORTUNITIES FOR TEACHERS TO TEACH OR TO STUDY ABROAD UNDER THE MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT OF 1961 (The Fulbright-Hays Act)

Teaching Abroad. There are opportunities for teachers in almost all subject fields to teach abroad for one academic year. Two types of grants are available.

Interchanges. The American and foreign teachers exchange teaching positions. In exchanges with Canada, Sweden, and the United Kingdom, each teacher continues to receive a salary from his home institution. In exchanges with other countries, the American teacher obtains a leave of absence without pay and receives a maintenance allowance which is paid in the currency of the host country. His home school accepts a foreign teacher in exchange and pays the teacher a salary based on his qualifications.

One - Way Assignments. The American teacher obtains a leave of absence without pay and receives a maintenance allowance which may be paid wholly or partially in the currency of the host country. This plan applies to several countries in Europe, the Middle East, the Far East, Latin America, and Africa.

A grant to teach abroad usually includes round-trip transportation for the grantee but does not include transportation for dependents.

Summer Seminars Abroad. Grants are available to teachers of certain foreign languages and social studies to attend summer seminars in such countries as Colombia, Costa Rica, France, Germany, India, Italy, Japan, Lebanon, Mexico, Spain, and a country in Africa. If funds are available, additional seminars for teachers of social

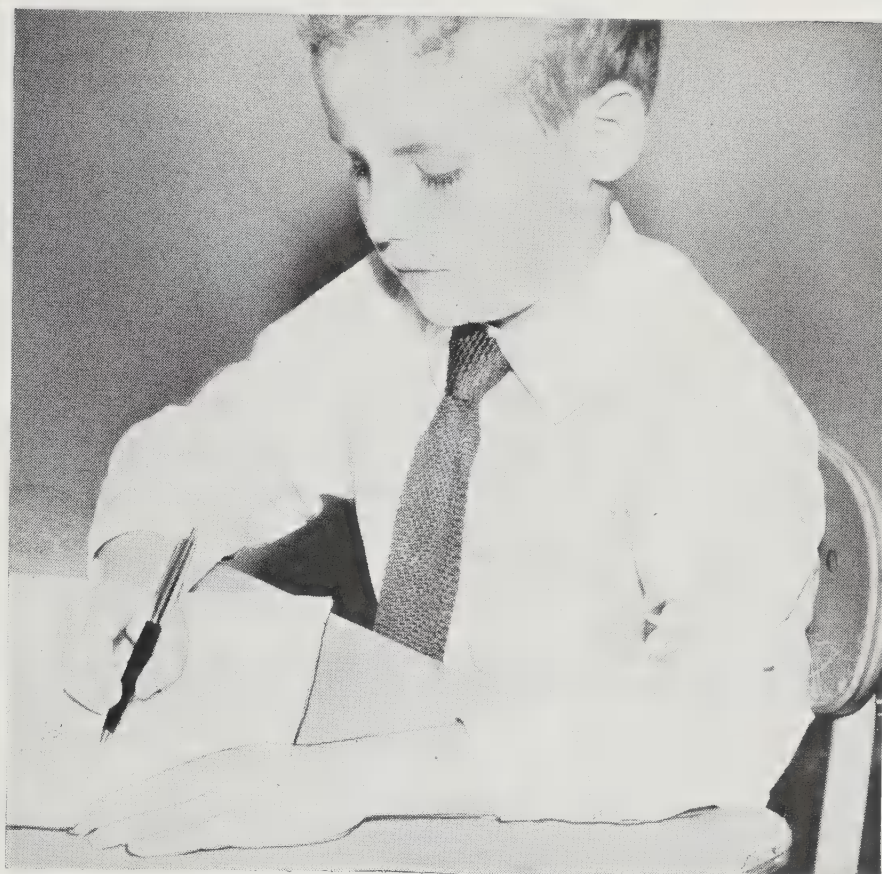
studies will be held in Pakistan, the United Arab Republic, Malaysia, and Chile. Grants usually provide round-trip transportation and tuition costs for the grantee. Grantees are responsible for their own maintenance expenses. Participants may not be accompanied by dependents.

One-Year Research or Study Abroad. Grants are available for supervisors and teachers of social studies and modern foreign languages in elementary and secondary schools to do research or study abroad for a period of six to twelve months. Grants include round-trip transportation and tuition for the grantee and a maintenance allowance for grantee and dependents.

GENERAL ELIGIBILITY REQUIREMENTS. Minimum qualifications for a grant include United States citizenship, at least a bachelor's degree, two years of teaching experience for seminars, three years of teaching experience for teaching assignments and five years of teaching experience in the subject field of the research or study to be conducted abroad. Elementary and secondary school teachers, college instructors and assistant professors are eligible to participate in the program, unless otherwise specified.

APPLICATION PROCEDURE. Information about the grants available for 1966-67 and application forms may be obtained between August 1 and October 15, 1965, from:

Teachers Exchange Section
U. S. Office of Education
Washington, D. C. 20202



WHY JOHNNY CAN WRITE

Johnny's a lucky boy. Like you, his teachers *care*. They know how important good handwriting is in every aspect of Johnny's life. It helps him show his true ability in his written school work, and it will help him to secure and hold the position he deserves in the world of adults.

Johnny's teachers make sure that he always uses good handwriting practices. They insist on neatness, legible letter forms, proper spacing and alignment. They keep track of his personal handwriting problems, month by month. And they guide him in analyzing his own handwriting and improving it.

Johnny's teachers know that half our states have made exhaustive studies of the many handwriting systems and that *one* system has been approved in more than ninety percent of the studies. Therefore, Johnny's teachers use its latest edition, the new **BETTER HANDWRITING FOR EVERYONE**. Ask us for complete information.

State-adopted in North Carolina:

BETTER HANDWRITING FOR EVERYONE SERIES, MATTER AND ENERGY. Also listed are: THE PICTURE DICTIONARY FOR PRIMARY GRADES, LITERATURE FOR TODAY, LA VIDA DIARIA, and the COMPARATIVE CLASSICS.



**NOBLE AND NOBLE
PUBLISHERS, INC.**

750 Third Avenue, New York, N. Y. 10017

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

(Act of October 23, 1962; Section 4369, Title 39, United States Code)

Publisher:

File two copies of this form with your postmaster.

1. DATE OF FILING
October 6, 1965
2. TITLE OF PUBLICATION
North Carolina Teachers Record
3. FREQUENCY OF ISSUE
Quarterly (January, March, May, and October)
4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, city, county, state, zip code)
125 E. Hargett Street, Raleigh, North Carolina; Wake County; 27601
5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers)
125 E. Hargett Street, Raleigh, North Carolina

6. NAMES AND ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR

PUBLISHER (Name and address)
North Carolina Teachers Association, 125 E. Hargett Street, Raleigh, North Carolina

EDITOR (Name and address)
Mr. E. B. Palmer, 125 E. Hargett Street, Raleigh, North Carolina

MANAGING EDITOR (Name and address)
Mrs. Thelma Keck, 125 E. Hargett Street, Raleigh, North Carolina

7. OWNER (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given.)

NAME	ADDRESS
N. C. Teachers Association, Inc.	125 E. Hargett Street, Raleigh, North Carolina

8. KNOWN BONDHOLDERS, MORTGAGEES, AND OTHER SECURITY HOLDERS OWNING OR HOLDING 1 PERCENT OR MORE OF TOTAL AMOUNT OF BONDS, MORTGAGES OR OTHER SECURITIES (If there are none, so state)

NAME	ADDRESS
None	

9. Paragraphs 7 and 8 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, also the statements in the two paragraphs show the affiant's full knowledge and belief as to circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner. Names and addresses of individuals who are stockholders of a corporation which itself is a stockholder or holder of bonds, mortgages or other securities of the publishing corporation have been included in paragraphs 7 and 8 when the interests of such individuals are equivalent to 1 percent or more of the total amount of the stock or securities of the publishing corporation.

10. THIS ITEM MUST BE COMPLETED FOR ALL PUBLICATIONS EXCEPT THOSE WHICH DO NOT CARRY ADVERTISING OTHER THAN THE PUBLISHER'S OWN AND WHICH ARE NAMED IN SECTIONS 132.231, 132.232, AND 132.233, POSTAL MANUAL (Sections 4355a, 4355b, and 4356 of Title 39, United States Code)

	Average No. Copies Each Issue During Preceding 12 Months	Single Issue Nearest To Filing Date
A. TOTAL NO. COPIES PRINTED (Net Press Run)	13,537	13,700
B. PAID CIRCULATION		
1. SALES THROUGH DEALERS AND CARRIERS, STREET VENDORS AND COUNTER SALES	None	None
2. MAIL SUBSCRIPTIONS	6	6
C. TOTAL PAID CIRCULATION	13,074	13,228
D. FREE DISTRIBUTION (including samples) BY MAIL, CARRIER OR OTHER MEANS	275	275
E. TOTAL DISTRIBUTION (Sum of C and D)	13,349	13,503
F. OFFICE USE, LEFT-OVER UNACCOUNTED, SPOILED AFTER PRINTING	188	197
G. TOTAL (sum of E and F—should equal press run shown in A)	13,537	13,700

I certify that the statements made by me above are correct and complete.

(Signature of editor, publisher, business manager, or owner)
ELLIOTT B. PALMER

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

"Your Partner In Progress, Your Friend In Need"

Last Dividend Mammoth 5%, Maximum Loan Rate 6%

Shares and Loans Insured By Cuna Mutual

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

SAVINGS PLAN APPLICATION

Please credit my savings account \$_____ on my signature. (1) \$100.00 for six \$17.26 payments, (2) \$150.00 for six \$26.00 payments (3) \$200.00 for six \$34.51 payments (4) \$300.00 for six \$51.77 payments. I understand that both my **savings** and the **loan** will be **life insured** at **no extra cost**, my savings will be frozen until all payments are completed, dividends will be paid and I must be a credit union member to participate.

Signature _____

THE THANKSGIVING AND XMAS SPECIALS

The **Thanksgiving special**, available from October 25 to November 12, 1965 involves \$301.00 with \$75.00 to the members' shares, cash of \$213.00 to the member repayable in seven \$43.00 payments normally requiring a co-signer. I understand that savings and the loan will be **life insured** at **no extra cost**, my savings will be frozen until all payments are completed, dividends will be paid and I must be a credit union member to participate.

The **Xmas special**, available from November 29 to December 13, 1965 involves \$156.00 with \$50.00 credited to shares, \$100.00 cash to the member, repayable in six \$26.00 payments on your own signature and you must be a credit union member to participate. **Establish your credit with us through one of our listed plans.**

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

About 8 of every 10 applicants are successful borrowers but we need more savers to serve more members. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett Street, Raleigh, N. C. 27601.

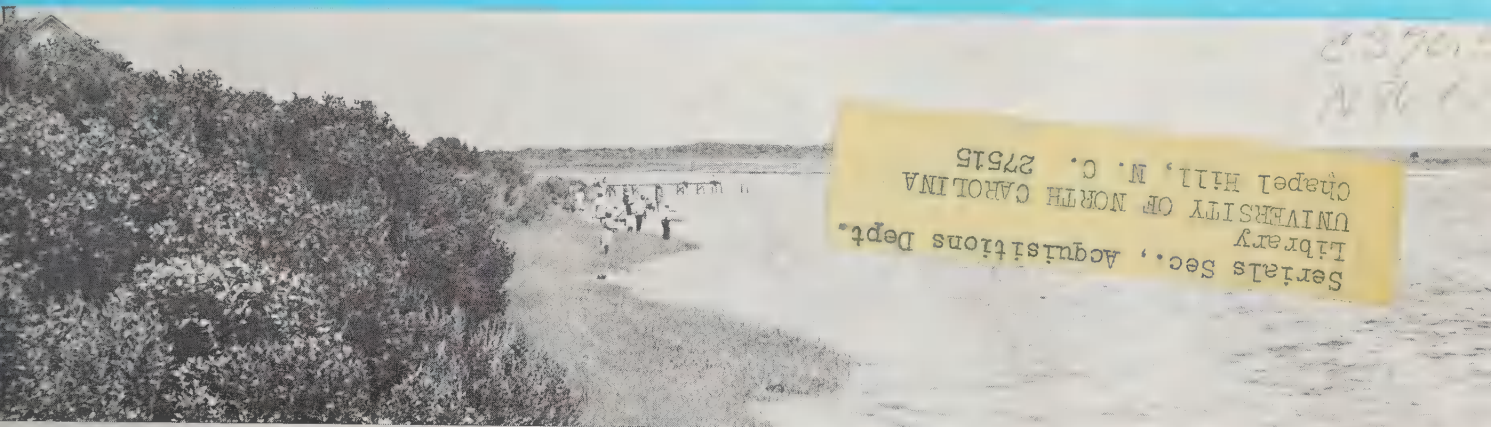


Things go smoother refreshed. Coca-Cola, never too sweet, gives that special zing . . . refreshes best.

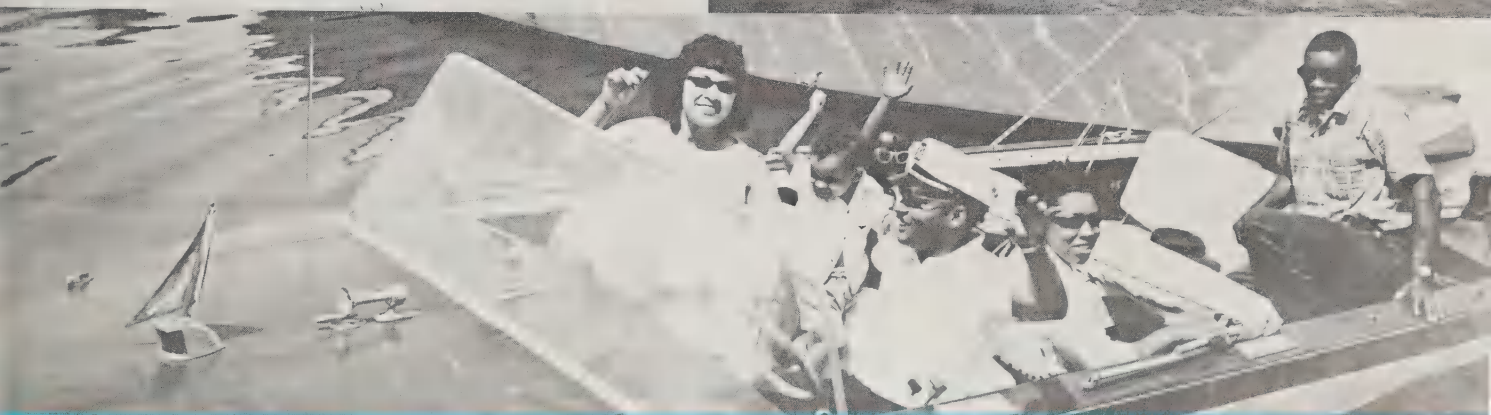
things go
better
with
Coke



TRADE MARK



NEW IMAGE FOR THE HAMMOCKS





We Work Fast at N.C.S.B.D.

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fideler Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.

Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Birchard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK
If it's used in North Carolina — We have it!

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

FIFTY-FIVE YEARS OF SERVICE TO THE SCHOOL OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1966

North Carolina
SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.

ELLIOTT B. PALMER
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER
NEW IMAGE FOR
THE HAMMOCKS

Scenes of the beautiful Hammocks Beach Area — Top: The Hammocks Mainland Shoreline; Left: Bath House on the Hammocks Beach; Right: the Gertrude Hurst Hall; Bottom: the E. B. Palmers and their guests as they launch their boat for a delightful cruise.

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Seven Hundred Copies

North Carolina
Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXVI JANUARY, 1966 NUMBER 1

C O N T E N T S

SPECIAL FEATURES

	Page
NCTA Praises Local Unit on Merger Stand!	3
The Loss is Great	3
The Education Act	5
A Sad Story	17
The Hammocks Story	18-28

ARTICLES

Organizing the Core Curriculum	29
The Rights of Tenure Teachers	33
Appraising School Supervision	37
Africa — The Dark Continent	45

GENERAL

Candidates for State Offices	6
Eight Districts Hold Conferences	9
NEA Study Conference Held	15
Assistant Bookkeeper Appointed	28
Principals and Supervisors Meet	40

TIPS

Putting Wheels	31
Awards Programs	32
Invitation to NEA Members	16
NEA Travels	Inside Back Cover

ADVERTISERS

N. C. School Book Depository	Inside Front Cover
Income Tax Service for Teachers	48
The NCTA Credit Union	Back Cover

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. S. E. Duncan, President	Salisbury
Mr. M. M. Daniels, Vice President	Wilson
Dr. Nelson H. Harris, Treasurer	Raleigh
Mrs. Geneva J. Bowe, Recording Secretary	Murfreesboro

SPECIAL OFFICERS

Immediate Past President	Winston-Salem
Mrs. Margaret W. Wilson President, Association of Classroom Teachers	Kings Mountain
John H. Lucas State NEA Director	Durham
Mrs. Elizabeth D. Koontz President, NEA Department of Classroom Teachers	Salisbury

ELECTED MEMBERS

O. N. Freeman, 1966—Charlotte
J. H. Twitty, 1966—St. Pauls
King A. Williams, 1966—Winfall
S. O. Jones, 1967—Greensboro
Mrs. L. P. Burton, 1967—Asheville
Mrs. L. B. Daniel, 1967—Raleigh
T. V. Foster, Jr., 1968—Rocky Mount
W. O. T. Flemming, 1968—Salisbury
J. H. Wooten, 1968—Goldsboro

DISTRICT PRESIDENTS

Coastal Plain	A. D. Smith, New Bern
East Piedmont	G. L. Foxwell, Raleigh
North Central	L. H. Moseley, Gumberry
Northeastern	Francis H. Mebane, Farmville
Piedmont	J. C. Duncan, Yanceyville
Southeastern	Bruce Hargrove, Maxton
Southwestern	J. A. Clarke, Charlotte
Western	LeRoy Campbell, Statesville

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Margaret Wilson, Kings Mountain
A. Department of Elementary Teachers—Samuel Poole, Elizabeth City
1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
B. Department of Secondary Teachers—Robert W. Boley, New Bern
1. Section of English Teachers—C. C. Lipscombe, Raleigh
2. Section of Foreign Language Teachers—Mrs. Cynthia Smith, Durham
3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
4. Section of Mathematics and Science Teachers—Clarence Newsome, Ahoskie
C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
D. Department of Retired Teachers—(Unreported)
A. Department of Home Economics Teachers—Mrs. Eloise Branch, Knightdale
B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
C. Department of Industrial Education Teachers—W. B. Thornton, Durham
1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
E. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
1. Section of Driver Education—Isaac Barnett, Greensboro
F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
G. Department of Extension Education (with Vocational Agriculture)
H. Department of Librarians—Mrs. Arabella Bryant, New Bern
I. Department of Guidance—Mrs. Edythe Tweedy, Rocky Mount
J. Department of Bible Teachers—Mrs. E. Merritt Pratt, Durham
K. Department of Art Teachers—Mrs. Helen Daniel, Durham
L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville

Convention Announcements

THE 85th NCTA ANNUAL CONVENTION

March 31 - April 1, 1966

Raleigh Memorial Auditorium

Raleigh, North Carolina

Convention headquarters will be at the Raleigh Memorial Auditorium where all general sessions of the convention will be held. Some sectional and departmental meetings will be held on the campuses of Shaw University and Ligon High School. (See November-December 1965 Newsletter for detailed schedule.)

1966 ANNUAL NEA MEETING

The 1966 annual meeting of the National Education Association will take place in Miami Beach from June 26 through July 1. The theme, selected by President Richard D. Batchelder is "Free to Teach."

Division of School Administrators and Supervisors—F. J. Corbett, Rocky Point
A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
B. Department of Principals—S. B. T. Easterling, Ellerbe
1. Section of Elementary Principals—C. D. Marsh, Angier
2. Section of High School Principals—R. S. Cooper, Pantego
3. Section of Junior High School Principals—O. F. Hudson, High Point
4. National Association of Secondary School Principals—S. O. Jones, Greensboro

Division of Higher Education—L. H. Robinson, Greensboro
A. Department of Administration—(Unreported)
B. Department of Instruction—Charles A. Ray, Durham
C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Elliott B. Palmer, Executive Secretary
Mr. Fred D. McNeill, Jr., Field Representative and Treasurer-Manager NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
Mr. W. R. Collins, Field Agent, Hammocks Corporation
Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations, and Research
Mrs. Della P. Perry, Bookkeeper
Miss Elaine Jeffreys, Assistant Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Miss Clementine McQuaig, Secretary to Executive Secretary—NCTA
Miss Tabitha Pettiford, Secretary-Stenographer
Mrs. Ludie Singletary, Secretary of the Field Representative
Mr. James Jones, Building Custodian

NCTA Praises Local Unit On Merger Stand!

In a letter written to the Gastonia Unit of the North Carolina Teachers Association in care of Mrs. Alice B. Jordan, president, the NCTA Board of Directors praised the position taken by the local unit on Merger.

A news release in the November 10, 1965 edition of the Charlotte Observer appeared as follows:

NEGROES SPURN NCEA

Gastonia — Negro teachers here have spurned an immediate invitation to join the local chapter of the N. C. Education Association, an all-white teachers organization, unless the invitation is issued on a state level.

The N. C. Teachers Association chapter, made up of Negro teachers in Gastonia, met at Highland High School Tuesday and, according to President Mrs. Alice Jordan, "took the firm position that the coming together of the two local groups should be the result of negotiations at the highest level by leaders of the two state organizations."

The Negro teachers also are asking that the leaders of the two groups should share equally in making the ground rules for such a merger.

Presently the NCEA chapter here has a membership of 206 and the Negro group has 66 on its rolls.

At a meeting last month, following guidelines set up by the National Education Association, the NCEA chapter invited local Negro teachers to join them in the first step toward total desegregation by next year.

"They are welcome to join us any time they wish," said Mrs. Judith Edwards, public relations officer of the NCEA chapter.

STATEMENT ON MERGER ADOPTED BY

GASTONIA UNIT OF NCTA

November 9, 1965

The Gastonia Unit of the North Carolina Teachers Association takes the firm position that any coming together of the two local associations in Gastonia should be as a result of negotiation at the highest level by the leaders of the two state organizations and that the leaders of both associations should share equally in the making of the ground rules which determine the terms of merger.

LETTER SENT BY

THE EXECUTIVE SECRETARY

December 20, 1965

Mrs. Alice B. Jordan, President
Gastonia Unit, NCTA
Highland Junior-Senior High School
Gastonia, North Carolina

Dear Mrs. Jordan:

On the behalf of the Board of Directors of the North Carolina Teachers Association, permit me to express the pride with which we are saturated, upon reviewing the recent news release, and resolution announcing the decision of your local unit to stand united with the other members of NCTA across the state, until terms of merger can be negotiated and agreed upon at the state level. With this kind of action, we are guaranteed strength (which is a needed element) to insure a "Fair, Proper and Professional Merger."

We stand beside you in this position and will share your action with other units.

Congratulations!

Respectfully yours
E. B. Palmer

The Loss Is Great

Legal Combining of FEA and FSTA A Progress Report

The 1965 Delegate Assemblies of the Florida State Teachers Association and the Florida Education Association authorized the Board of Directors of their respective Associations to investigate the problems involved in developing one professional education association for the state and to make recommendations to the Delegate Assembly in 1966. A special committee representing the FSTA Board has been meeting with a committee representing the Board of the Florida Education Association. This joint committee has developed certain guidelines which it has recommended to the Board of Directors of the two organizations, looking to the development of one professional organization.

The committee considered the following trends which have developed in Florida over a period of several years:

1. There have been integrated schools in some school systems in Florida for almost a decade.

2. There has been an increasing trend toward integrated professional organizations in the counties.
3. Integration of staffs is taking place in a number of systems.
4. There is a trend toward one professional organization to include all professional personnel in the county.
5. There were integrated teachers' meetings generally throughout the state this year.
6. The requirements of the Civil Rights Act will apparently require close cooperation of efforts of the teaching profession.

In the light of these trends the committee concluded that there is no longer a need for two separate organizations at the state level. Therefore, it is recommended that FEA and FSTA combine into one organization on July 1, 1966. The Committee considered at length the means of bringing about a smooth transition from two organizations to one organization.

A meeting of the Florida Education Association and Florida State Teachers Association was held in the Jack Tar Hotel in Clearwater, Florida, on Saturday, August 7, at 10:00 a.m.

The committee considered first the question "that there be a legal merger of FEA and FSTA on July 1, 1966." Motion was made for adoption of this item.

It was then moved that this motion be tabled until there could be further discussion of some of the conditions under which the two associations would combine. This motion passed.

The discussion then moved to the proposal by the FEA Board that at the beginning of the new organization the members of both Boards serve on the Board and serve out their terms.

It was then moved and approved that the By-Laws be modified, as of the date on which FSTA and FEA became one organization, to include a combined Board composed of the members elected to the Board of FEA and the 12 District Presidents of FSTA, each to serve the term for which he was elected. The following officers of FSTA will serve as members of the Board for the following terms: Past President, 1 year; President, 2 years; President-elect, 3 years. After the date on which there becomes one organization, Board members will be elected by the combined membership in line with the By-Laws of the one organization.

Following a discussion of the need for continuing attention to the problems peculiar to the present membership of FSTA, it was moved and approved that there be a Committee on Human Rights. The membership of the committee shall include initially the officers of FEA and FSTA.

It was moved and approved that the Board request the President to assure that the committee members be selected without reference to color.

It was moved and approved that the new Education Association staff be employed without regard to race, color or creed.

The committee then considered the proposals on relationships during the current year and approved these four items as follows:

Continue to promote membership in either FEA or FSTA — no effort to persuade all to join one organization.

Concurrent distribution of membership campaign materials.

That the present plan of FSTA members on FEA committees be continued.

That the President, President-elect and Executive Secretary of FSTA be invited to attend FEA Board meetings, in the same capacity as FEA Department Chairmen.

The first motion considered was then taken from the table. The motion was amended by substituting the word "COMBINING" for "merger."

The motion was adopted to approve that there be a legal combining of FEA and FSTA on July 1, 1966.

Approved by FEA Board of Directors
August 10, 1965.

With a serious loss of approximately 50% of its membership (through individual members drifting off into the FEA), the FSTA reported, through the Executive Secretary, that it had very little or no bargaining power.

INFORMATION ON THE SPEAKER BAN LAW

The North Carolina General Assembly has returned control of speaker policies on colleges and university campuses to the state's 11 boards of trustees. Meeting in special session, the General Assembly amended its two-year-old Speaker Ban Law which prohibited campus speeches by members of the Communist Party, persons who have taken the Fifth Amendment, or persons who advocate the overthrow of the constitutions of North Carolina and of the United States by force and violence. The trustees' policy now permits these categories of speakers to appear on an infrequent basis when they serve educational purposes.

Note: The above information was taken from Education U. S. A., a special weekly report on educational affairs, Washington, D. C., December 2, 1965.

The Education Act

By E. B. Palmer

We all have a lot to do — but the big job is yours! I hope this resumé will be of some help.

This article is basically drawn from a publication entitled "Education: An Answer to Poverty" jointly published by the U. S. Office of Education and the Office of Economic Opportunity.

Over \$2 billion is available to communities under the Elementary and Secondary Act, the Economic Opportunity Act, the Vocational Act and other Federal Legislation for programs for educationally disadvantaged children. Generally, the plans drawn up for such programs will be the product of local thinking and local judgment about local problems. Therefore, now is the time for re-examining all local educational programs to help poor children learn better.

There are some elements of timing which should be kept in mind: funds allocated under the Elementary and Secondary Act are available for use only through August 30, 1966; under the Economic Opportunity Act, funds have been set aside for each part of the country — if an area has not indicated interest or filed a funding request by early 1966, funds will be reallocated to other needy areas.

Congress has expressed concern that funds available under these two acts be used in reinforcing, non duplicating ways which result in maximum help for disadvantaged children.

As an aid to the dissemination of information about experimental programs and related research activities, the U. S. Office of Education has established the Educational Research Information Center (ERIC). ERIC makes available a brief description of an interesting, existing, innovative educational program and a list of documents which gives details about the program.

The following resumé of Poverty Programs is designed to acquaint the reader with the various acts under which such programs may be funded.

For a more detailed description of the various programs herein included, same will be furnished upon request.

The following symbols indicate the Act under which such programs can be funded:

* Title 1., Elementary and Secondary Education Act of 1965

- ‡ Community Action Program funded by the Office of Economic Opportunity
- §§ Title V. of the National Defense Education Act
- ‡‡ Vocational Education Act of 1963
- xx Title 11., the Elementary and Secondary Education Act of 1965
- xxx Title 111., Elementary and Secondary Education Act of 1965
- ‡‡‡ Manpower Development and Training Act
- § Title 111., National Defense Education Act
- §§§ Title X1., National Defense Education Act

FOOD. HEALTH CARE, CLOTHING

1. Free breakfasts and lunches for children‡*
2. Free services of Doctors and Nurses‡*
3. Guidance Counselors (part-time or full-time)‡*
4. Mental Health Teams to serve disadvantaged neighborhoods (A child psychiatrist, clinical psychologist, two psychiatric social workers, two home-school visitors, a research consultant and secretarial help)‡*
5. Clothing for school children‡*
6. Special Education Teachers and classes‡*

THE EARLY YEARS

1. Head start (pre-kindergarteners)‡
2. Teacher Aides (mothers, fathers, etc. - kindergarten to 3rd grade)‡*
3. An Oral Language Skills Program (Grades one and two)*‡
4. Special teachers for remedial purposes (reading, music, art, Physical Education, etc.)‡
5. Auditory and language development (Primary Grades)*
6. Speech Therapist‡
7. An enrichment program involving parents (kindergarten to 3rd grade — during school day)*
 - a) After school hours*‡
 - b) Mobile cultural programs*‡
8. Duplicating the techniques of a creative primary teacher*
 - a) Employment of special personnel such as a story teller, if used after school or on Saturdays as well as special summer programs of this nature‡

(Continued on Page 8)

Candidates For State Offices

REPORT OF NOMINATING COMMITTEE

The NCTA Nominating Committee met at the NCTA headquarters, December 3, 1965 with Mr. E. E. Waddell as chairman. The following persons were nominated:

For President:

Mr. M. M. Daniels
Dr. Rudolph Jones

For Vice-president:

Mrs. Ruth B. Jones
Mr. Raymond Augustus Morris

For Secretary:

Mrs. Agnes Browning*
Mrs. E. R. Tweedy

For Treasurer:

Dr. N. H. Harris
Mr. J. E. Batts

*Mrs. Agnes Browning has withdrawn as a candidate for the office of secretary. She expresses appreciation to the Piedmont District for nominating her.

Another candidate is being considered by the nominating committee. The background information will be published in the February 1966 newsletter.

FOR PRESIDENT

Mr. Daniels is a native of Greenville, North Carolina. He received his early training in the public schools of that city. He is a graduate of Shaw University, and holds a Master of Education Degree in Administration and Psychology from Pennsylvania State University. He has done further study at other universities.

An educator of high caliber and keen insight, Mr. Daniels is currently principal of the Elvie Street Elementary School, Wilson, North Carolina.

He is active in many civic, social, religious and professional organizations in the Wilson community. He has previously served as President of the North Central District of NCTA, and is currently Vice-President of NCTA.

His organizational affiliations include a life membership in the National Education Association, Department of Elementary School Principals NEA; Vice-President of the North Carolina Congress of Parents and Teachers.



Mr. M. M. Daniels

FOR PRESIDENT

Dr. Jones is a native of Winton, North Carolina. He completed his undergraduate education at Shaw University where he was graduated with honors. He earned both the Masters and the Ph.D. degrees from the Catholic University of America in Washington, D. C., where he was admitted to Pi Gamma Mu, the National Social Science Honor Society.

Dr. Jones has served as a high school teacher, a high school principal, a college dean and a college president. He has also had many other work experiences with the state and federal governments. He served in World War II in the United States Navy in the South Pacific. He is a member of many educational, religious, and fraternal organizations, serving in an official capacity in several of them. He is Ruling Elder in the College Heights Presbyterian Church.

Dr. Jones came to Fayetteville State College in 1952 and served as Dean of the College until the retirement of Dr. J. W. Seabrook in 1956. He was elevated to the presidency by the Trustees at that time and has since served with distinction.



Dr. Rudolph Jones



Mr. Raymond Augustus Morris

FOR VICE-PRESIDENT

Mrs. Jones is fifth grade teacher at the Baskerville School in her native home, Rocky Mount. She is an honor graduate of Elizabeth City State College and did her graduate work at A and T College where she was inducted into Kappa Delta Pi, an honor society in education.

She has served NCTA in many capacities on the local, state and national levels and she is currently serving as the North Central District Director of NCACT.



Mrs. Edythe Robinson Tweedy

FOR VICE-PRESIDENT

Mr. Morris was born in Jamesville, North Carolina, Martin County, and completed his elementary education there. He was graduated from high school at the Elizabeth City State Normal School, and received the B. S. degree in Education from Elizabeth City State College in 1941. He was awarded the Masters degree in Administration and Supervision at New York University in 1954.

Mr. Morris has been a teacher and a principal in the Greene County system since 1930. At present he is Principal of East Greene Elementary School, Hookerton, North Carolina. He is a past president of the Greene County NCTA Unit, and served as a member of the Executive Committee of the Coastal Plain District. At present he is a member of the Greene County Unit of NCTA, and NEA Department of Elementary School Principals of the NEA, Washington, D. C.

He is District Grand Deputy of Prince Hall Free and Accepted Masons of District Number Five, Greene and Lenoir Counties of North Carolina.

Mr. Morris is married to the former Miss Daisy B. Keyes of Jamesville, North Carolina. They are the parents of three daughters, Daisy Ray, Viola Patricia and Vivien Marie.



Mrs. Ruth Braswell Jones

FOR SECRETARY

Mrs. Tweedy is a native of Greensboro, North Carolina. She attended the public schools there and was graduated from the James B. Dudley High School. She received the A.B. degree from Bennett College with a major in French and English. Her graduate work was done at Boston University, with a M. Ed degree in Guidance. She has pursued further graduate work in guidance at New York University, Pennsylvania State University, George Peabody College for Teachers and North Carolina College at Durham.

Her professional affiliations include membership in NEA, NCTA, APGA, NCPGA, and the Rocky Mount Unit of NCTA.

She is Guidance Counselor at Booker T. Washington Senior High School, Rocky Mount.

She has served as chairman of district and state guidance departments; Northeastern District secretary of ACT; President of Rocky Mount ACT, and she is currently serving as secretary of the counselor's division of the North Carolina Personnel and Guidance Association.

Mrs. Tweedy is the wife of Mr. William R. Tweedy, who is employed by the Employment Security Commission of North Carolina. They are the parents of a daughter, Gwendolyn Elaine, a senior at Fisk University.



Dr. Nelson H. Harris

FOR TREASURER

Dr. Harris holds the A.B. degree from Virginia Union University, and the A.M. and Ph.D. degrees from the University of Michigan. He has served as head of the Department of Education and interim president of Shaw University. Dr. Harris was visiting professor at the University of Illinois in 1959-60; and visiting professor in the Graduate School at Florida A. and M. University during the summers of 1960, 1961, 1962, 1964 and 1965. He also served as Supervisor of Negro Secondary Schools in North Carolina for four years (on leave from Shaw University). He has contributed research articles to such magazines as the "Journal of Educational Research," "The Nation's Schools," "Administration and Supervision," "Journal of Negro History," "Journal of Negro Education," "North Carolina Teachers Record," and "Quarterly of Negro Education." He was one of the editors of the 1962 "John Dewey Yearbook."

At present, Dr. Harris is serving as director of student teaching at Fayetteville State College.

The Education Act

(Continued from Page 5)

9. Special remedial classes for disadvantaged children*
 - a) Visual and printed materials xxx
 - b) Field Trips‡
10. Organization of classes for individual progress*
11. A summer program for migrant children*‡

THE MIDDLE YEARS

1. Grades 4-6 (skills and enrichment programs)‡*
 - a) Cultural mobile projects‡*
2. Summer and after school growth programs‡*
3. Summer camp reading programs*‡
4. Summer remedial programs (grades 4-6)*‡
5. Field Trips‡*
6. Learning about the city (trips to and around the city)*‡
7. School equipment to support good ideas*
8. Employment of remedial staff‡*
9. Printed and published material, including tapes and records*xx§
10. Guidance programs and Counselors§§‡*

THE TEEN YEARS

1. A comprehensive classroom and world-of-work program (practical job training and part involvement)*
 - a) The world of work portion‡‡
2. An occupational orientation course*
3. Modern vocational courses (Physical Science Technician, Graphic Duplication Specialist, Child Development and other courses)‡‡*
 - a) Specialized scientific and technical training xxx
 - b) Training programs for out-of-school youth‡‡‡
4. Special College Orientation Programs ("upward Bound")‡*
5. Students in community service (Neighborhood Youth Corps)‡
6. Preparing rural youngsters for mobility‡*
7. A school environment for pregnant girls‡*
8. Non certified aids in the classroom (school technicians)*‡
 - a) teacher aids to assist outside of school, after school, or during lunch periods‡
9. After school study centers and tutoring‡*
10. The Model school(changes in curriculum or experimentations)‡*
11. The Community school‡*
12. Continuing Education of Teachers‡*§§§

The February newsletter of NCTA will carry a resumé of the various Federal Acts now in existence under which educators and communities may develop programs and receive Federal funds.

Eight Districts Hold Conferences

Teachers, representing 12,715 members of the North Carolina Teachers Association, were present in large numbers to participate in their district meetings which convened in Asheville, Apex, Winston-Salem, Durham, Goldsboro, Smithfield, Elizabeth City and Fayetteville, respectively.

The themes "Free to Teach" and "Opportunity for Responsibility" were highlighted by outstanding keynote speakers and panelists who presented the issues of primary interest and stimulated the assembly to go forth in the spirit of enthusiasm and unity.

NEA, NCTA, and ATA officers were present at the meetings and gave pertinent information on the roles and services of their respective organization. E. B. Palmer, executive secretary of NCTA geared his messages to the Teacher Dismissal problem and Merger. At each meeting Mr. Palmer stressed the necessity for the North Carolina Teachers Association to remain strong and unified, pending the completion of PLANS for Merger at the State level.

With motions and resolutions, the districts went on record as endorsing programs and projects of NEA, NCTA and ATA such as the "Million Dollar Fund for Teacher Rights," the Donald Dushane Defense Fund, the Hammocks Expansion program, and terms for merger as submitted by the Executive Secretary and President, NEA and ATA officials.

SOUTHWESTERN DISTRICT SEVENTH ANNUAL MEETING

Asheville City Auditorium

Asheville, North Carolina

October 1, 1965

Around 800 members of the Southwestern District attended the Seventh Annual Meeting, October 1, with the general sessions convening at the City Auditorium, Asheville. The keynote speaker for the general session was Dr. Matthew J. Whitehead, dean, District of Columbia Teachers College. Dr. Whitehead described the role of the teachers as a Drama: The prologue — what did we feel we should do as teachers? The play, what did we do? The epilogue, what must we do? Dr. Whitehead stated that recent months have brought about many blessings which include recognition of new groups, new openings in all levels of federal government, passage of civil rights law, new faces in leading roles, overt movement of men standing waiting to be counted.

"The Civil Rights Bill is only a wedge — a catalyst, a beginning," he warned. This is not a time for rejoicing. We must take cognizance of our weaknesses. "As a race, we should be thankful for the problems we currently face, many of which can be solved by self-study. Adversity, such as prejudice, job deprivation, second class citizenship, practiced with design have enabled us to have an awareness of and seek the solution for our problems. The solution is love — not hate."

John Lucas, State NEA Director, discussed "Professional Affiliation NCTA or NCEA."

Goals projected were: 1. That we seek one all-inclusive state association to be achieved by mutual and/or joint plans. 2. That the single state organization will be so designed to insure professional rights and responsibilities of all members.

Mr. Lucas posed some questions and stated that together we can find answers. Some of the questions were: 1. Ask ourselves which organization presents the best opportunity to meet our current professional needs? 2. For what purpose do we join a professional organization? 3. What are our chances for professional advancement with respect to leadership and participation which result from human dignity? 4. Will the NCTA, through its leadership and present policies of merger, insure a more desirable transition for all of the teachers of our state? 5. Why have you belonged to NCTA? Is it because you had no other organization or because you find opportunities for growth and leadership? Do you find a commitment? Is it only a harbor until you find some other opportunity? 6. What can you find in one organization at this time that you cannot find in another association? 7. What responsibility or obligation do you feel with teachers who may be in separate affiliates who cannot join? NCTA has had no restricted policies to race, color or natural origin. NCEA removed restriction as to color. Do we have a commitment of belonging to our existing organization which recognizes individual differences?

es, but realizes that we have so much in common we should move as a band? 9. What is our commitment to our organization? Each person has the right to join the organization he chooses. The matter is personal and yet as a group it is **collective**. In conclusion Mr. Lucas said: "Regardless of what your decision is, we would hope that you will recognize that we do have a state organization which has served well with excellent leadership in their officers."

Reports were made as follows: Necrology, Mrs. Constance Henry; Legislature, Mrs. O. N. Freeman; Teacher Welfare, Mrs. Margaret Wilson; Time and Place, Mr. Thomas Banks; Constitution, Mr. E. E. Waddell; TEPS, Mrs. Elizabeth Randolph; Resolutions, Mr. Eddie Byers; Nominations and Elections, Mr. M. L. DeVane and Mr. C. A. Allison.

Newly elected officers for the district are, President, Mr. Ralph H. Davis; Vice-president, Mrs. Beth M. Wallace; Recording Secretary, Mrs. Betty Mann; Corresponding Secretary, Mrs. Jeanette Crawford; Treasurer, Mr. J. O. Gibbs and NEA Coordinator, Mr. Robert L. Davis.

President James A. Clarke presided over the business sessions.

EAST PIEDMONT DISTRICT

Apex Consolidated School, Apex

October 8, 1965

"If Freedom to Teach is to be meaningful to us, we should have unrestricted, uncontrolled rights and privileges to impart knowledge," said Dr. Leroy T. Walker, professor of education, North Carolina College, Durham, at the sixth annual meeting of the East Piedmont District, October 8, convening at

Apex Consolidated School. Dr. Walker stated the facets of the theme explored involve many dimensions — implicit and explicit, which have to do with day to day personal liberties in relation to teaching, and the process of education. He said that the school's objective should be to challenge the child to learn, think, relate and do; provide the opportunity for children to secure knowledge necessary to execute functions which are imperative for living in a democratic society.

Demands necessary for freedom to teach include: New evaluation of goals which are defined in relation to individual differences. 2. Realistic evaluation of democratic ideals of equality of education. 3. Provisions of a school environment conducive to learning. 4. Freedom from existing subservience to lay opinions on matters which should be the prerogative of the teaching profession. 5. More selectivity in accepting responsibilities and functions which monopolize teaching time, but which are not germane to the teaching professions. Dr. Walker stated that, in many cases the best teachers get the pupils who need the least help, and the poorest teacher gets the pupil who needs most help.

Sectional and divisional meetings were held prior to the general session.

Mrs. Margaret W. Wilson, president NCACT addressed the Classroom Teachers on the topic "Opportunities and Demands of a Changing Profession." Mrs. Wilson related the history of the North Carolina Teachers Association and pointed out that a plan for a program of action was projected under the guidance of the late W. L. Greene. "As time passes, great changes are taking place in society and professions — a change in attitudes. Today's

teachers wish to be consulted as experts — they are better prepared. Teachers look to professional negotiations as one of the most effective ways of communications. "Our responsibility is to keep pace with the times as members of the local association; to support the program of NCTA and await a plan which is approved by NCTEA and NCTA and not drift one by one to the other organization. Do not weaken the state structure, she appealed — not to delay merger, but to avoid absorption."

Mr. George Foxwell, president of the East Piedmont District presided over the business session. Officers were retained. They are, in addition to Mr. Foxwell, Mrs. Eva Merritt Pratt, vice-president; Miss Mildred Martin, recording secretary; Mrs. Dorothy Curtis, corresponding secretary; Mr. G. A. Coburn, budget director; Mrs. Martha Johnson, district coordinator; Mrs. Ruby Carter, district director of Classroom Teachers. Mr. E. M. Barnes was appointed parliamentarian by the President.

WESTERN DISTRICT

Winston-Salem State College

October 12, 1965

"A New Revolution Needed" was the subject of Dr. Lionel H. Newson's message at the general session of the Western District, October 12, at Fries Auditorium on the campus of Winston-Salem State College.

Dr. Newson, president of Barber-Scotia College, Concord, praised educators for having done a very good job of teaching. Referring to the era of the American Revolution, he stated that the poor revolted against the rich, which almost ended in a reign of terror. "We are now in a revolution of automation

which is interwoven with social revolutions," he stated. In this spirit of transition we must not permit civil rights leaders to wrest from our hands the children we have to teach. Sit-ins and other civil rights demonstrations are noble, but the noblest of all is to **sit in** the classroom. You as teachers are the most powerful in this country, he declared, because you have the ability to mold leaders. We must produce the kind of students who can think, write history and poetry. To many of us know too little about the history of the Negro in our country, he charged.

"As teachers we must **read, read, read!** We must teach the students that nothing is worth anything is gotten for nothing. As a teacher you have a greater responsibility to the young people you teach than your own children because **YOU CHOSE** to become a teacher. While the social revolution is taking place, we have a revolution against ignorance, and there is no royal road to learning.

In the Classroom Teachers Session, Mrs. Margaret Wilson, NCACT president, challenged the group to learn more about professional activity by working on the local level. More people, she stated are needed for committee, responsibility. "Be prepared, dedicated and willing to serve." Identify your opportunities and discharge them to the best of your abilities. "A Charge to Keep, Have We." "We have a responsibility to make our profession the greatest in the nation," she declared.

A musical dedication to Mrs. Elizabeth D. "Libby" Koontz was written by Mrs. Wilson who accompanied the Salisbury City School's Ensemble as they sang with beautiful interpretation.

New officers for the Western District are: President, Mrs. B. N. Cook; Vice-president, Mrs. Bernice Graham; Secretary, Mrs. Ednir McManus; Assistant

Secretary, Mrs. Catherine Randall.

PIEDMONT DISTRICT

TWENTY-NINTH

ANNUAL CONVENTION

Merrick-Moore School

Durham County, North Carolina

October 13, 1965

Registration at the Twenty-ninth Annual Convention of the Piedmont District revealed an attendance of 1,338 persons by 1:00 p.m. October 13. Addressing this group at the Business and General Session was Dr. Kenneth Howe, dean, School of Education, University of North Carolina, Greensboro. Speaking from the theme "Education for World Responsibility," Dr. Howe told a capacity audience that the concept of education today is one that is undergirded with ideas that we must serve new needs. "We must educate children for changing times," he said. Children who need the most help should have the most competent teachers, he stated. Essentially our schools are facing some tasks as follows: 1. Reaching all children with limited background. We have the responsibility of educating the children with inadequate backgrounds. We now have Headstart and Job Corps to fill the gaps. 2. As a result of modern technology, a larger number of our youth will be required to complete high school. Job opportunities require professional, semi-professional and skilled laborers. More and more young people must have competencies to make them employable. 3. Many people will change occupations during a lifetime. "How do you educate a child today to meet a change in occupation competence for a lifetime?" he queried. Our political, and social life problems must be understood by the average person, who will make the important decisions in our society; therefore they need to be competent citi-

zens. 4. We must teach children how to learn skills in the ability to communicate. We must create an interest in continued study.

"Look for areas of innovation," he advised. Most innovations today have come about by emergency situations and crises conditions — (major community changes, mobilization of people, pressures from organized groups.) Look for some changes in sequence of subject offerings. (Students get tired of traveling over the same ground. "You cannot take your eye off of the individual learner." Dr. Howe cautioned.

* * *

Mrs. Willa Johnson, a former classroom teacher of Enfield, N. C. was one of the panelists at the Classroom Teachers Division. Mrs. Johnson charged that teachers have allowed other people to speak for them and do not speak for their rights. She pointed out that attitudes of children towards themselves and white children should be changed. A person should not be accepted as a symbol of some race.

Mr. O. H. Hinnant presided over this session as chairman.

Mr. J. C. Duncan, president of the Piedmont District presided over the business and general session.

COASTAL PLAIN DISTRICT

FIFTEENTH ANNUAL SESSION

Dillard High School

Goldsboro, North Carolina

October 22, 1965

Members of the Coastal Plain District, which met on October 22, also heard Dr. L. H. Newson, president Barber-Scotia College, who was keynoter at this general session. "As teachers free to teach, there are four things we must teach," he stated: 1. Competence. Incompetent teachers, white or black are frauds thrust upon children.

"If teachers are competent to teach Negro children, they are competent to teach white children," he asserted. We have had more years of education than most of the white teachers in the South, but we have not done as much as we should have done," he accused. 2. Confidence. Confidence in ability is needed to help our boys and girls to keep on. Historians have not told the real story of the Negro and his accomplishments. 3. Courage. Teach young people to search for the truth. 4. Compassion. It is true that we teach the poor. Out of seven white pupils, one is poverty stricken. Out of two Negroes, one of them is poverty stricken. Academic excellence is related to economic status. Teach forgiveness, he urged.

Mrs. Margaret Wilson, president, NCACT spoke to the Classroom Teachers on the "Impact of Certain Current Issues." Mrs. Juanita Corbin, past president, NCACT related her experiences at the National Conference in Florida, which she attended. A gift was presented to Mrs. Corbin in behalf of the district as appreciation for her outstanding contribution as President of NCACT.

An announcement was made that Mrs. Dorothy B. Jackson of Wilmington has accepted the invitation of Mrs. Elizabeth D. Koontz to serve as chairman of the Classroom Teachers National Study Conference on "Opportunity for Responsibility."

Dr. Marguerite S. Frierson spoke in the grammar grade sectional meeting on "How Can the Schools Provide a Liberal Education for All Youths." Dr. Frierson stated that, as teachers we must orientate ourselves to thinking in terms of an open society in which children of today find themselves. We must realize the need of recognition of all barriers resulting in a new society: Barrier of

poverty, and concepts we have of class. Children must learn that in America one may move from one class to the other through superior intelligence and by becoming educated. She pointed out that children need no longer think of race as a barrier.

District officers elected are A. C. Crowder, president; S. J. Howie, vice-president; Mrs. Velma F. Daye, corresponding secretary; Miss Barbara Robinson, recording secretary.

NORTH CENTRAL DISTRICT FOURTH ANNUAL MEETING Johnston Central High School, Smithfield October 29, 1965

Dr. Samuel P. Massie, president, North Carolina College at Durham delivered the address at the First General Session of the Fourth Annual Meeting of the North Central District, held at the Johnston Central High School, Smithfield, October 29.

"You have the greatest opportunity and responsibility ever faced," Dr. Massie told the teachers. This is the age, day

and time when several ideas should be projected: Society can, will and must do something about ignorance, poverty and disease. Education is the key-stone in correcting these ills. Pressures are coming from people who are no longer willing to be poor. Everywhere, including foreign countries, the key word is Education."

Dr. Massie referred to the President of the United States as a "teacher born in the South who has forgotten his prejudice."

"The problems of education do not diminish with time nor should our zeal," Dr. Massie declared. He called attention to many outstanding Negroes, who have crossed the barriers of race in these new opportunities.

"We who teach Negro youth will have the greatest challenge," he continued. The question is how can we best prepare these students for today's living. The Negro youth showed us that he has given motivation to goals. These youths have faced hose, dogs, jail, and have learned the meaning of free-



NEW OFFICERS OF NORTH CENTRAL — These are the newly elected officers of the North Central District. Left to right: Mr. J. M. Miller, treasurer; Mrs. R. A. Brodie, recording secretary; Mr. T. V. Foster, vice-president, and Mr. T. M. Ringer, president. The officers were installed by Mr. W. R. Collins, who was missed by the photographer.

dom — and to go back NEVER," he avowed.

For the first time, we are "Free to Teach." Freedom is not doing what you will to others. Freedom is responsibility and doing that which is right. We are not handicapped by money now. We have newer tools for our programs. Freedom has no meaning unless we properly use it."

"To aid our students to live in a great society we must teach at our highest possible levels. Make sure that Johnnie Can read and that Mary does not get by with errors and inadequacies. Tests determine the future of our boys and girls — modern lesson plans. The times in which we live demand this. We must constantly elevate and motivate students who come from environments lacking in motivation. Dr. Massie suggested that outstanding persons be brought to the schools to help inspire students to reach the top. "In a world of uncertainty, we must teach that some things are certain. Get and keep moral fibre. Teach the Negro male that he will need self respect. Teach him that he must have tolerance to dare. Teach him a sense of responsibility for the part he must play. We, who are educated are obligated to help those who are not. Education is a service to others. We are free to teach our students the value of work. We have to work twice as hard because we are so far behind. We who learn to teach much learn ourselves. Our obligation to ourselves in constant preparation. "You as teachers Build Man — You are Free to Teach," Dr. Massie concluded.

**NORTHEASTERN DISTRICT
TWENTY-EIGHTH
ANNUAL MEETING**
Elizabeth City State College
Elizabeth City, North Carolina
November 12, 1965

Dr. T. M. Stinnett, NEA Assistant Executive Secretary for

Professional Development and Welfare, was the keynote speaker for the North Eastern District at the First General Session. Dr. Ocie T. Dekle, professor of Elementary Education, University of Georgia, delivered the main address at the Second General Session.

Dr. Stinnett called attention to the fact that Amercia now realizes that second class citizenship can no longer be tolerated. He stated that President Johnson is committed to the educational program, and education will become a growth incentive in this country. "Education has become the nation's greatest business," he declared.

He made the observation that when children are tested across the country, the tests are geared to specific cultures, which is unfair. "A child can not measure up on a test to a culture which is unfamiliar to him," he pointed out. Dr. Stinnett further stated that there is a coming revolution in education — a new breed of teachers — a new status for teachers. The revolution in education will reclaim the lost generation of children. Children across the railroad tracks seem surly because their language difficulty made them unable to communicate. "We have punished the whole race partly because of this faulty facility with language," he accused. "We have got to push human dignity in the United States," he concluded.

Dr. Dekle's subject at the Second General Session was "Who is this Child that Goes Forth Every Day?" She stated that it is most discouraging to infer to a child that second best is not good enough. and warned that any negative approach may undermine the growth of the child. The importance of building the ego and super ego should be realized, she said. Dr. Dekle discussed the Genetic Theory of heredity and environmental in-



EDUCATION — THE NATION'S GREATEST BUSINESS — Dr. T. M. Stinnett, NEA Assistant Executive Secretary for Professional Development and Welfare, as he speaks to teachers of the Northeastern District in Elizabeth City, November 12. "Education has become the nation's greatest business," he declared.

fluences, and stated that the behavior of parents gives the strongest influence.

Citing some stages of man as adopted at the White House Conference on Childhood Education, she noted the following: 1. A sense of trust is developed during the first year in the child, and also a sense of authority. 2. The child must be given an opportunity to develop choice. 3. A sense of initiative versus guilt begins around the age of four and will come out with a pattern of super ego. 4. A sense of duty and accomplishment versus inferiority. 5. A sense of intimacy. 6. A parental sense. 7. A sense of integrity.

Dr. Dekle stated that schools need to add another R to the curricula — "Relationship." The greatest gift a teacher has to offer is his own personality.

Mr. F. H. Mebane, president of the Northeastern District presided over the general sessions. Mrs. Clara R. Owens presided

over the Division of Classroom Teachers.

Mrs. Margaret Wilson, president, NCACT spoke on Professional Rights and Responsibilities. She urged the classroom teachers to identify their rights, be informed, and keep up with occurring changes. She stated that, as the classroom teacher emerges as a personality, many personal goals may be assumed protecting and insuring professional rights, providing consultation service, defending teachers in schools, encouraging the development and use of personnel policies, activity in securing state legislation, investigating cases of alleged unethical practices, making reports, and insisting upon fair dismissal processes. In conclusion she challenged the teacher to, "keep informed." Become an authority on instruction. Create the proper image of dignity of your profession. "There is a need for unity, she declared, we cannot be divided!"

**SOUTHEASTERN DISTRICT
TWENTY-NINTH
ANNUAL MEETING
Fayetteville State College
November 19, 1965**

Dr. John W. Davis, special director Teacher Information and Security, New York City, was the keynote speaker for the Southeastern District, November 19. Dr. Davis saluted the group in terms of the NCTA membership, and called attention to the 84 years of service of the organization which is the oldest of its kind in the south, with the largest membership. "You have too much in standing power, and in tradition to fritter away when somebody offers you the invitation to join an association by removing the restriction "white," he observed. "Integration with me means equality unlimited and participation in everything that goes on. When you integrate, be sure that you get into something where



SOUTHEASTERN DISTRICT'S KEYNOTER, DR. JOHN W. DAVIS — "Teachers must do a new kind of thinking and teaching to regain the confidence of youth," said Dr. John W. Davis, special director Teacher Information and Security, New York City, speaking for the Southeastern District, November 19, at Fayetteville State College.

you can think out loud," he advised.

Dr. Davis also made the observation that in this era the teacher finds himself in a climate of lawlessness. He noted that "in the youth of today we have the explosion of vitality. They will tell you any day, "you didn't march — I did!" We are getting the lessening of confidence of youth in their elders, and teachers must do a new kind of thinking and teaching to regain the confidence of youth, he asserted. Teachers must turn chaos into order and creation. Teachers must teach the basic values in goodness. We must not be interested in hate. We must overflow the narrowness behind the Negro. Teachers must tell the little black boy "you can be somebody!" he challenged.

Dr. Davis called attention to the 20 million dollars in scholarship available for Negroes, and urged the teachers to find these Negroes.

Also during the general session, Mrs. Margaret Wilson, president of the NCACT brought

greetings. She spoke of the emergence of North Carolina Classroom teachers, not as a divisive measure but for a voice in deciding on policies and needs of the teaching profession.

Dr. Marguerite M. Frierson, professor of education at Fayetteville State College, urged the local unit presidents to appoint a local TEPS Committee. "Let us know who your TEPS chairman is and invite some persons who represent other groups."

Mr. M. M. Daniels, vice-president of NCTA commended the district on its very fine session. "When we say there is too much to teach, too many problems, fears and anxieties, are we free to teach today? If we aren't we should examine ourselves introspectively. If we do a good job we must be Free to Teach," he stated.

Mrs. A. N. Gerald was chairman of the Classroom Teachers Departmental meeting. Consultants were Mrs. Margaret Wilson, president NCACT, Mrs. Edna C. Richards, executive secretary NCACT, Mrs. Juanita Corbin, past president, NCACT and Mr. E. B. Palmer, executive secretary, NCTA.

Mr. B. C. McBee of Maxton, was chairman for the Administrators and supervisors. The guest speaker was Mrs. Ruth L. Woodson, supervisor of Elementary Education, State Department of Public Instruction, Raleigh. Mrs. Woodson told the principals and supervisors that they must create a climate for learning which begins in the office. Gearing her message to Human Relations, she urged the Administrators to accept each teacher for his worth. "A total involvement is needed for everyone: the administrators, supervisors and parents. We must keep parents informed as to trends in school, including evaluation," she urged.

Mr. James P. Chavis and Mr. E. M. McCoy were elected to the Southeastern District Board of Directors.

NEA Study Conference Held

North Carolina was well represented at the Thanksgiving weekend annual conference sponsored by the National Education Association's Department of Classroom Teachers in Washington, D. C. The conference was designed to improve the teachers' understanding of their responsibilities in the new climate of current education.

Below is a release from Washington, giving highlights of the conference.

WASHINGTON, D. C., December 2—"If I had to start life over again I would feel now as I did almost 50 years ago that I would want to be a teacher, a preacher, or a politician . . . When I leave this job I want to go right back where I started — in some classroom."

Pointing to this statement of President Johnson's love and commitment to education, Douglass Cater, Jr., his special assistant for education, addressed the luncheon meeting of the Department of Classroom Teachers National Study Conference, held in Washington November 26. The department is a unit of the National Education Association.

But while the Elementary and Secondary Education Act of 1965 had "political and educational sex appeal," Cater said improving education is still the responsibility of teachers on state and local levels. Still to be determined, he said, is whether schools will be able to work out a system of shared services to bring about innovations in the system.

The citizens of the future are going to have to be aware of the need to contribute time to the service of the nation. "The greatest need is for trained and motivated manpower . . . You teachers are in the front line to provide this trained and motivated manpower," Cater emphasized.

During a question and answer period following his speech, Cater denied an increase of federal control over the educational system and stressed that responsibility for educational improvement depends largely on the initiative of local and state schools.

Mrs. Elizabeth D. Koontz, president of the Department of Classroom Teachers, re-emphasized Cater's point by saying: "We need not fear federal control as much as lack of local direction."



DISCUSS ROLE OF LOCAL EDUCATORS — Left to right: Douglas Cater, special assistant to the President (LBJ) and Mrs. Elizabeth Koontz, president NEA Department of Classroom Teachers, discuss the role of local educators at the meeting of National Study Conference held in Washington, D. C., November 26.

Earlier in the day the conference members heard from Dr. T. M. Stinnett, assistant NEA executive secretary for professional development and welfare.

"The paramount task of education and of teachers in this and every generation is to get out of the trap of history and into the flow of the modern world. If the professional associations are drawn into the trap of swallowing and regurgitating the propaganda lines of the labor unions; if the professional associations are hell-bent for the divisive elections, bitterness, rancor, then lingering scars are the inevitable harvest."

In order for educators to "escape from the dugout of routine, from the habit of generations," Stinnett outlined a five-point plan of operation. He called for closer school-staff working relationships; "an uninhibited classroom teachers organization, either as a department or a separate wholly independent entity"; new approaches and techniques in education; a balance of federal and local control over schools; and increased status for the teaching profession.

During the afternoon general session the DCT conferees heard Dr. William J. Ellena, associate executive secretary of NEA's American Association of School Administrators.

Reviewing the past accomplishments of man as prologue to the future, Dr. Ellena projected his thinking into the 21st century and education's role in tomorrow's world.

"The search for truth, the right of questioning and dissent, respect for nonconformity, all of which are values that helped make America strong and unique, will have new emphasis and new dimension in the schools of tomorrow," he predicted. "Local autonomy, independent little islands of school systems with iron curtains pulled tightly around themselves, controlled by boards of education like ostriches with heads in the sand," will be a thing of the past. Education will start at an earlier age, continue longer, and be adapted to the rapidly growing technological atmosphere of tomorrow's world. Dr. Ellena said.

"With one hand holding fast to our proven heritage of the past and the other stretching eagerly for the exciting future, our thinking citizens and professional leaders will hasten the education of tomorrow which will further man's destiny mightily," he concluded.

At a dinner meeting of the Classroom Teachers conference, Robert W. McLain, secretary to the NEA Insurance Trust, described the recent decision to extend life insurance to every eligible



CONFERENCE CHAIRMAN PRESIDING — Mrs. Dorothy B. Jackson of Wilmington, North Carolina, presides as Conference Chairman for the Annual study conference at Washington, D. C.

teachers who is an NEA Member, regardless of age or physical disability.

"If you can go to the classroom and teach, we'll insure you," McLain said. The expanded coverage makes the NEA Life Insurance plan the largest group association plan in the world.

McLain, who also acts as consultant to the new NEA Special Services Committee, reported that some of the projects being contemplated are a tax-sheltered annuity program that would enable the teacher, upon retirement, to draw an income directly related to the amount of his contributions plus interest. Other plans under consideration, he reported, are a travel accident insurance program, and a credit card through one of the major credit card services which would allow teachers to charge such things as travel costs and hotel bills and meals.

INVITATION TO NEA MEMBERS

The NEA's Department of Foreign Languages begins its fifth year this fall. The DFL is the first department to affiliate under the NEA bylaw requiring members of departments formed after 1960-61 to be NEA members. This makes the Department of Foreign Languages a truly NEA department, for NEA members only.

The Department of Foreign Languages (DFL) provides the following services to its members: the DFL Bulletin, the

DFL News and Notes, and a mailing of professional pamphlets and reprints. Annual meetings are held each year in conjunction with the NEA Convention. The DFL has had a part-time professional staff in the NEA Center since February, 1963. Mrs. Jane Scott Chamberlain, former state supervisor of modern foreign languages in Idaho, is currently administrative assistant.

The Department extends an invitation to all NEA members in foreign languages, classical and modern, at all levels to sup-

port the DFL in order to help make possible a strong Department of FLs in the NEA. To become a member please send your name, address, language, and professional position with \$5.00 for annual dues to the Department of Foreign Languages, NEA, 1201 16th St., N.W., Washington, D. C. 20036. Sample copies of the DFL Bulletin, the DFL News and Notes, and the Department's publications and materials lists are available by writing the DFL office.

A SAD STORY

(Millionaires And Don't Know It)

By E. B. Palmer

The members of the North Carolina Teachers Association have been millionaires for the past fifteen (15) years and don't know it. Having been recipients of 4,000 acres of ocean front land in 1950, the value of such property (with continuous development), amounts to more than one million dollars (\$1,000,000). The tragedy of the situation is visible in the attitudes of the owners.

It is unusual for a land owner to let land lay barren. It is even more unusual for educated men and women, who are partners in ownership, to let valuable ocean front property lay barren. None-the-less, this is the essence of what the tragic fate of the Hammocks Beach has been for the past fifteen years. There, this the most beautiful beach area on the Atlantic Seaboard, has laid in wait for its owners, (The members of the North Carolina Teachers Association), to make the vast potential of its resources a reality.

Instead of demonstrating the gratitude (which we know to be abounding among the NCTA Hammocks Beach owners), through development of the property, the project has received petty and trivial bickerings and distorted opinions which have discouraged a true representation of this gratitude.

Many reasons have been advanced as being responsible for any failure, thus far to properly develop the Hammocks. Many of them are good

reasons, but none of them are good enough to support our failure any longer in this respect.

Whether all of the members of NCTA are ocean front or beach area lovers or not has very limited relevance to their assuming their responsibility as land owners of the Hammocks Beach and expressing their appreciation for a gift so great — the Hammocks property. The entire nation looks upon the North Carolina Teachers Association as one group (basically, the Negro Teachers of North Carolina). The nation further looks upon the Hammocks Beach as the property of these teachers. Anything done to this property, or not done to it, then is boastfully accredited to the above mentioned teachers both individually and collectively.

The forth-coming story (The Hammocks Story), is designed to acquaint the reader with the "facts" behind the Hammocks Beach. It is further designed to encourage the NCTA members to realize that they have a responsibility — the responsibility of developing land which they own and that many, many people would love to own. Also, this story is developed to give a progress report on the Hammocks Development.

If all of the readers questions are not answered from this content, please feel free to send your questions to the NCTA headquarters office for accurate and factual answers. If your questions have been satisfactorily answered, please demonstrate your satisfaction by participating in the new construction program currently in progress.

Now, on with the story!

The Hammocks Story



A PORTRAIT IN HUMANITARIANISM — W. R. Collins, Hammocks Beach Expansion Director studies the portrait of the late Dr. Williams W. Sharpe, donor of the Hammocks Beach Property, thereby showing his love for mankind.

In 1950 Dr. William Sharpe, a brain specialist of New York City, who had purchased considerable land in Onslow County near Swansboro for a summer home and expansion, decided that he would give this property consisting of more than 4,000 acres of land to his caretaker and maid Mr. John Hurst and Mrs. Gertrude Hurst for development on a non-segregated basis. Mrs. Hurst, a teacher, decided that by no means could she and her husband develop this land for practical purposes desired; therefore she was able to convince Dr. Sharpe that the land should be deeded to the North Carolina Teachers Association to be developed as a recreational and educational center for the state. It was the donor's dream that the ocean beach be developed on a part of this property on the beach island between Bogue and Bear Inlets (a part of the property consisting of more than 750 acres of beautiful beach land with a four-mile straight stretch ocean front), which could be made into the state's most beautiful swimming area.

In order to complete this transaction, the Hammocks Beach Board of Directors was formed as the administrative body for the Hammocks Beach Corporation, Incorporated — a non profit

organization, to which body the property was deeded to the Hammocks Beach Board of Directors to be held in trust for the teachers of the North Carolina Teachers Association, Incorporated — a non profit association. The land was held in this manner until March, 1963, when the charter was amended to make the Board of Directors of the North Carolina Teachers Association the Board of Directors for the Hammocks Beach Corporation; thus placing the property under the direct control of the teachers of the North Carolina Teachers Association.

In 1960 the Hammocks Beach Board of Directors deeded to the State's Park Commission the more than 750 acres of beach land for the purpose of developing a state park which they immediately undertook as a special project. To date, the state has invested over \$200,000 in storage facilities, personnel quarters, picnic areas, hard-surfaced roads to the ferry and to the beach park, and the operation of the ferry for free transportation. The ferry service is inadequate and the need for a bridge is being projected as a part of the new expansion. This property is most picturesque and offers great possibilities of development, which will give the state one of its finest sea shore developments. It is easily accessible from Highway #24 leading into

Swansboro. Opportunities for relaxation, recreation and education are unlimited. Camping, fishing, boating, hiking, picnicing and the like are ample on the property where the mainland still consists of more than 3,000 acres.

Present Status of the Mainland Property

1. The teachers have constructed a large assembly hall named in honor of Mrs. Gertrude Hurst, to accommodate recreational activities, food services, lavatory accommodation and office space. In addition, twelve cottages, a bath house and utility house have been constructed on the property by the teachers.

2. The New Farmers of America and the 4-H Club Groups have each constructed special camp sites that are in use for the full summer months.

3. The New Farmers of America have added a recreation building to their camp property at a cost of \$20,000.

4. The Hammocks Beach Corporation is currently engaged in the development of ten projects, the cost to exceed \$100,000.

Long Range Program

The activities provided under the long range program include twenty-four separate projects designed for rest, entertainment, recreation and education. When these projects are completed the Hammocks Beach mainland property will become a year 'round activity second to none in the state and a good challenge for the best in the nation. This project as projected will cost approximately \$600,000. In this respect, efforts are being made to obtain financial assistance from philanthropic individuals, foundations, and government agencies.

Charter

The main conditions specified in the charter are:

1. The property cannot be sold for any purpose. It can be leased for any number of stipulated years under conditions (financial and otherwise), granted by the Hammocks Board of Directors.

2. As long as the property is used for the purpose designated in the charter, deed, and articles of agreement it belongs to the teachers of the North Carolina Teachers Association, who are responsible for its fullest possible development.

3. Lots may be leased for lodges, camps, motels and the like.

It is a fact that North Carolina does not provide another section of land bordering on the Atlantic Ocean with possibilities for development exceeding those to be found at the Ham-

mocks Beach in Onslow County. This, of course, includes access to the Hammocks Beach State Park, and the Hammocks Beach, the prize possession of every teacher in North Carolina.

SOME CONDITIONS THAT HAVE HAMPERED THE DEVELOPMENT OF THE HAMMOCKS SINCE 1950

1. In the beginning many teachers felt that the Hammocks Board should sell stocks, from which to develop the Hammocks. Stipulations in the deed, charter, and articles of agreement prevent this action. NOTE: It was the conviction of Dr. Sharpe when he gave the more than 4,000 acres of land, that the teachers from personal contributions would be responsible for developing the property for recreation and education. It was his impression that this should not be a burden, when the yearly salary of teachers was taken into consideration. (This was at a time when teachers salaries were much, much lower than they are today).

2. Teachers were stimulated in the first financial drive in 1951, by a conditional promise by Dr. Sharpe who said he would match the teachers dollar for dollar in their initial effort to raise \$100,000. They were equally as disappointed to find that at the death of Dr. Sharpe the \$100,000 was not paid from his will. NOTE: I think it was correct for teachers to feel that at Dr. Sharpe's death the \$100,000 promised would be settled. But since it was not adjusted, that would not be a justifiable reason for teachers to refrain from showing their appreciation for the gift Dr. Sharpe had already given to them (the 4,000 acres of land). A tract of land that would have ordinarily sold for more than a half-million dollars was given to the teachers outright, without one cent invested on their part, should be reason enough for their development of the property.

3. Three financial efforts have been advanced since 1950: a. **First Effort:** Each teacher was asked to pay \$13.67. Many paid that amount, some paid \$15.00. b. **Second Effort:** Teachers who had not paid the original assessment were asked to pay \$25.00 as a Hammocks Corporation Membership fee, and teachers who had paid the original assessment fee were asked to pay \$10.00 more to be eligible for the Hammocks Beach Corporation Membership card or certificate (\$25). c. **Third Effort:** In February 1965, teachers were asked to give at least \$5.00 as a confidence vote in the new projections.

The first plan netted over \$100,000. The second plan netted approximately \$20,000, and the third plan netted less than \$1,000. The decline in receipts in this respect made a new plan an absolute necessity.

In brief, we have answered the criticism that control of the property was not under the NCTA. This has been corrected. The NCTA Board of Directors is the Board of Directors for the Hammocks Corporation. The Hammocks Corporation was never intended to be an investment agency to handle shares for its development.

At one time we had no way of reaching the beach park, other than by boat in an indirect way. We now have ferry service provided by the state. Since the ferry service is inadequate, we are requesting the Conservation and Development Department, through its Park Commission, to complete arrangements for the bridge as promised. The bridge will be a connecting link between the Hammocks mainland and the state park.

Dr. William Sharpe was approached about the arrangement for this bridge in 1955. To this end the following communication was received: (This personal letter was received from Dr. Sharpe, December 24, 1955, written to Mr. W. R. Collins).

Significantly, this letter supports our current expansion efforts where we emphasize the necessity for a bridge to connect the Hammocks mainland to the Hammocks Beach State Park, as one of the conditions of the transfer of the Beach Island, and that the services are not to be segregated.

The letter follows:

December 25, 1955

Dear Mr. Collins:

Here's hoping that you can make real headway with the N. C. Park Commission re the Southern half of the beach property to Bear Inlet, but only on the basis of their getting the bridge over the Inland waterway to the middle of the beach and the State Park there to be non-segregated. Without those two requirements I personally would not vote for the turning over of one acre of the Hammocks to them or to anyone else!

Without the bridge, the State Park would be a flop, and to have it segregated, just for whites, what a joke! However, a state park for **all** worthy Carolinians — that would be as it should be and will soon be in all schools and public places where the public pays the bills — and in the churches too — of all places!!

Best wishes and more power to you. I'll be interested to learn how the other board members react to this proposed park idea.

Sincerely
William Sharpe

PROBLEMS FACED BY THE STATE IN DEVELOPING THE HAMMOCKS

The basic problems facing the state connected with the Hammocks Beach State Park Development and the Expansion of Facilities on the mainland of the Hammocks are as follows:

1. Extending regular electricity from the mainland to the Hammocks State Park to replace an inadequate service in current use.
2. Access roads connecting the areas represented in the proposed expansion for the Hammocks mainland with the main drive through mainland property.
3. At present the ferry service is greatly inadequate and should be replaced by a bridge connecting the Hammocks mainland with the Hammocks Beach State Park.
4. A small fishing pier as a part of the state park development would be a great attraction affecting a large number of persons who otherwise would not see the park.

When we take the four items from our list and ask the state through federal participation to handle them, the rest of the expansion will involve an expenditure in excess of a million and eight hundred thousand dollars, which we hope to get from: 1. Ourselves. 2. Philanthropic individuals. 3. Foundations. 4. Government Agencies.

There is only one way left for us to honorably move now in connection with the Hammocks and that is to the future and ourselves, and to develop it as we can and should. It can easily be done if we could realize what a most valuable possession we have and what it will mean to us now and in the future, in its fullest developed state.



JUST ARRIVING AT THE HAMMOCKS AND ALL
SET TO GO FISHING.

HAMMOCKS STATE PARK IMPROVEMENT NEEDS CITED

Observations connected with a visit to Hammocks Beach State Park August 15, 1965 and submitted to Mr. Thomas Ellis, State Park Superintendent are listed below.

1. The present electrical system is most inadequate. It appears that the up-keep, rental fee and repairs on the present system is most prohibitive. The cost of providing direct electrical service at approximately \$20,000 would be much less expensive in the long run. This direct system is strongly recommended.
2. Telephone service is urgently needed.
3. The present unfinished road connecting the ferry landing dock with the park bath house is in bad shape. One section should be raised and the whole road should be recovered with a harder and a more durable substance.
4. The half to three-quarters mile walk from the ferry dock to the bath house would be made more enjoyable if:
 - a. At least one covered rest stop could be arranged about one half of the total distance.
 - b. At least one good used school bus could be operated at a profit on a 10c to 15c fare from ferry dock to bath house.
 - c. Facilities in a and b above, would immediately increase park participation and use when these services are published.
5. Two covered rest or waiting stops, one at the beginning of the ferry trip and one at the end to protect passengers from the rain and weather conditions while waiting on the ferry.
6. The present road to the picnic area near the boat house cannot be used, making the picnic area inaccessible. A new road should be provided in order to make this facility accessible to the visitors.
7. Some form of restful entertainment should be provided for the workers in their reception area like radio, T.V., newspapers, magazines, etc.

* * * * *

WHAT ARE THE EXPANSION PLANS FOR THE NCTA HAMMOCKS?

The Hammocks Beach Expansion Project -- (Designed to increase Recreational, Educational, Rest and Entertainment Facilities), as proposed by The Hammocks Corporation (a non profit organization of the North Carolina Teachers Association, a non profit organization), will include the items listed below. The development of each of these will depend upon the financial support given by the NCTA membership.

SECTION I.

FEATURES LISTED FOR IMMEDIATE EXPANSION

1. Complete survey of property, including complete details of items listed
2. Boat Loading and Launching Ramps
3. Nine hole Golf Course
4. New Motel, with Salt Water Swimming Pool
5. Softball diamond, basketball courts, and baseball diamond
6. All-weather tennis courts
7. Playground equipment for children
8. Trailer court area

SECTION II. LONG RANGE PROJECTIONS

- A. A fish hatchery
- A Biological Research Center
- Irrigation projects
- A Marine Establishment
- Play area for small children
- Play area for youth activities
- Picnic areas
- Special club house for girls
- B. One large lake for swimming and other water recreational activities
- Camping Areas
- Parking Areas
- Professional golf course
- All-weather basketball courts
- Special club house for boys
- One or two small dams

SECTION III. CONSTRUCTION PROJECTS

- A. 1. Boy Scout camp
2. Girl Scout camp
3. Clubhouse and swimming pool
4. Develop areas for family unit cottages
5. Develop a University by the Sea
6. Amphitheater
7. Retired teachers lodge
8. Memorial Chapel for Dr. Sharpe
9. Vocational teachers lodge
- B. 1. College teachers lodge
2. Classroom teachers lodge
3. College presidents lodge
4. Doctors retreat
5. Elementary principals lodge
6. High school principals lodge
7. Supervisors lodge
8. Develop NCTA Unit Cottage Area
9. Develop space for Extension Teachers lodge

SECTION IV. SALARIES

- A. Full time Director
- B. Full time Maintenance man
- C. Other assistants

SECTION V. STATE RESPONSIBILITY

1. Construct a bridge, approximately one mile, connecting the Hammocks mainland with the Hammocks Beach State Park.
2. Construct connecting roads on the Hammocks mainland, linking the new features in the Expansion program with the main road running through the Hammocks property.
3. Construct a small ocean or inlet fishing pier as a part of the Hammocks Beach State Park Development.
4. Develop a large parking area at the end of the bridge on the Hammocks Beach State Park.

SECTION VI. EXPENSE INVOLVED

1. The immediate is estimated to cost approximately \$100,000.00
2. The long range development, Items II and III, is estimated to exceed \$10,000,000.
3. Items included in the State Responsibility under Item V, cost to exceed \$2,000,000.
4. Yearly direction, supervision, maintenance, taxes, etc. will cost \$18,000 annually. (This could come after development is completed from a \$2 Assessment fee annually, from Corporation members.)

SECTION VII.

SOURCES OF REVENUE

1. A three-year assessment fee from members of the Hammocks Beach Corporation. (The teachers)
2. Interested organizations and individuals in certain features of the proposed Expansion.
3. Philanthropic Individuals.
4. Foundations and other Agencies.

* * * * *

JUSTIFICATION FOR THE PROPOSED HAMMOCKS BEACH CORPORATION EXPANSION PROJECT

As a group we have failed to a great extent to provide adequate provisions for recreation, rest, entertainment and specific informal cultural development for ourselves, or our youth in our communities. We have depended on the inadequate provisions made in many communities, and no provisions in others. This means that we have not provided the kind of wholesome recreational and educational facilities, (in or outside of the minimum provisions in the schools) that would attract the young people from the slum areas in their home communities and adjoining areas. In this respect we have not given too much consideration to the fact that as we advance in years, we at the same time advance toward the grave, without properly considering our recreational and informal educational needs.

Outside of our immediate home environment, the fullest possible development of the Hammocks Expansion program on a 3,000 acre plot, would provide the most unique recreational playland in the state and perhaps the nation. It is the only place left for us in North Carolina, next to the Atlantic Ocean, that could be developed to meet our various needs of play, rest, and recreation, to include a cultural paradise that could be used by us and our children in our day and for future generations.

We usually criticize our children about their way of life, and instead of attacking the problem with something constructive, we usually support the Juke Box Shacks, or the Blacked out Night Club as a financial means for a living and livelihood for ourselves, while our youth are exploited, and in many cases are ruined for life. We find fault with their actions and scold them for their waywardness, and offer the very least effort to help them solve some of their problems.

In our case we have known but very little about rest, recreation and informal educational activities, only work and more work. It is now time for you to consider that relaxation is essential for the best form of health, and therefore, we need the Hammocks, and need to fully develop it now, so that youth and adults alike can have a decent recreational area in this state, sufficient in size to take care of all of our needs.

The Nags Head Summer Resort Beach for whites only, stretches for miles along the Eastern Atlantic Coast line, and is connected with the National Sea Shore project which extends Southward for many more miles, thus giving the whites their havens of rest. On the West they have retreats attached to every major Mountain, and on the South they have Fort Macon State Park with a bridge connection from the mainland, with annual attendance records that lead all other state parks, every year because of its accessibility. In addition, there is Wrightsville

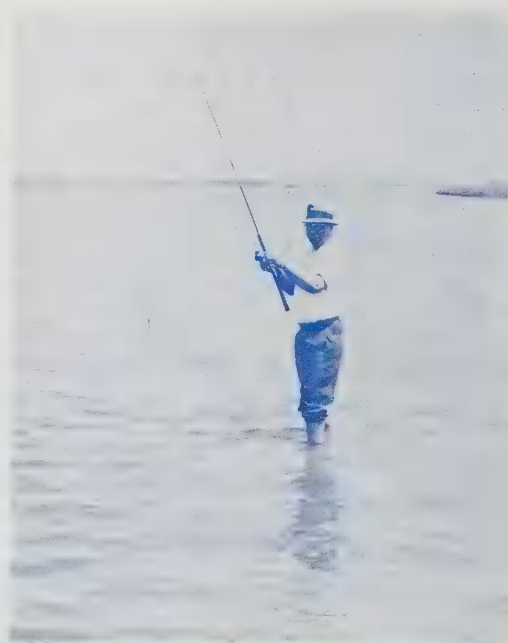
Beach and other places South for whites basically. The only thing that we can point to that would give us the status we need and the opportunity to lead our people into accepting the responsibility of doing something ourselves, is the development of the Hammocks, as currently proposed.

In summary, we would be justified in our efforts to complete the Hammocks Expansion because:

1. It would give adults and youth alike the necessary outlet for organized and supervised rest, recreation activities essential for healthful living.
2. The completed expansion proposal for the Hammocks would give the state one of its finest recreation assets.
3. In this way, we would make a lasting contribution toward the future happiness and enjoyment of our youth, thus directing some of their less desirable habits into more wholesome traits of conduct.
4. We would show to the State and the Nation, that we are committed to the responsibility of making the State a better place in which to live, by our concerted, cooperative efforts, which would add stature to our position as leaders.
5. We would, (like the North Carolina Mutual Life Insurance Company), show the State and the Nation and the World, that wherever the will and determination is, the strength to succeed is also available.

In these respects we have implicit confidence in our efforts, and feel sufficiently justified in this endeavor as our project, without turning it over to the State or any other individual or agency for development. It is our task which we accept, knowing full well that only our best most cooperative efforts will produce the victory we seek — **(THE FULL COMPLETION OF THE HAMMOCKS EXPANSION)**.

* * * * *



WHAT CAN BE MORE RELAXING THAN SURF FISHING?

WHAT DO I GET FOR MY MONEY?

1. The \$25 fee covers the cost of a permanent Hammocks Beach Corporation membership card. Much of this permanent fee goes into up-keep, taxes, salaries, improvements, etc.
2. The \$28 construction fee, plus additional revenue from other sources will provide certain services that will be opened only to corporation members and their guests upon presentation of the membership card. The special services are: the motel, the lodges, the retreat, the camps, the cottages, the golf course, the family unit centers, the trailer court, the boat loading and launching ramp, clubhouse and swimming pool. In addition, other services will be provided for public entertainment.
3. It will improve the mainland water-way for wading, crabbing, fishing and boating.
4. It will provide a package cost deal on the use of cottages or motel rooms for a major portion of a week or longer during the month of July.
5. It will make a Summer vacation at a beach possible for many of the teachers who have not been able to enjoy such a luxury at so little cost.
6. In all, it will give North Carolina and the nation one of the finest recreation spots within less than one to four hours from two-thirds of the teachers in the state. Much nearer than beaches in South Carolina and Virginia now being used by many persons from North Carolina.
7. It will encourage state official to include the cost of a bridge connecting the mainland of the Hammocks to the Hammocks Beach State Park and provide in addition, a fishing pier for the park and access roads on the mainland to the areas of service indicated in statement, number 2, above.
8. Items 1 through 7 plus other fringe benefits represents in part what you will be getting for your money.
9. Hammocks Beach Corporation

Permanent Membership Fee	\$25.00
Hammocks Beach Corporation	
Construction Fee	28.00
Total	\$53.00

Very few persons have reported their \$28.00 Construction Fee.

Showing great concern about the Hammocks as revealed in a letter to W. R. Collins, July 30, 1965, Mrs. Wm. Sharpe, wife of the late Dr. Wm. Sharpe, wrote the following:

Dear Mr. Collins:

"Thanks for your letter and brochure of explanation concerning the expansion of facilities at the Hammocks." "Through Dr. Jones, I received several copies of the brochures which I forwarded to some of our friends who have manifested great interest in the new project."

"I have felt at times that the school teachers have not lived up to the faith and hopes Dr. Sharpe had placed in them. Their reluctance to pull together and cooperate, I feel has been the major drawback to the projects progress, which has been a great disappointment to me and I find myself wondering whether they deserve any more consideration especially on my part in planning for the future for them. Life is not a one way street and we must be willing to give ourselves for what we receive and as far as I can see where the school teachers are concerned they have not shown, nor have they responded to their obligations as well as they might have done. How can they expect outsiders to assist financially if they themselves fall down on their job."

"Many of my late husband's friends whom I have hesitated to approach (and I know they would be willing financially to donate) if they could see a profound effect on the school teachers part to be willing to cooper-

ate for themselves. However, that has not come to pass so far, and unless they do get together and make a better showing I am afraid, Mr. Collins, I shall be forced to change my plans as to the Hammocks project. Unless a change is made in this respect I shall feel that the teachers are not entitled to any more consideration on my part, and I feel that my late husband's generosity in making this splendid gift available to the school teachers has not been appreciated and that they do not deserve any more help. They still have time to convince me otherwise."

Sincerely,

Mrs. Josephine W. Sharpe

First Phase of the Hammocks Expansion Program

By Richard C. Bell, A.S.L.A.

Due to the fact that I was raised on Roanoke Island, projects on the coast of North Carolina have held a very special interest for me. I feel that, in the past, development has very often contributed largely to the destruction of our natural beauty. I further feel that such destruction is unnecessary and that Hammocks Beach presents an opportunity to demonstrate my theory that development may enhance rather than destroy the existing beauty of nature.

I feel that the proper development of The Hammocks presents a substantial challenge and opportunity to our firm. However, the North Carolina Teachers' Association has, perhaps, the greatest challenge of all; for it must find sufficient strength within its own membership to initiate the development of the Master Plan. To develop The Hammocks, would be a simple matter. To develop The Hammocks in such a manner that none find fault but rather that all find an example of excellence to follow shall be quite difficult. Many will follow the progress of the development of The Hammocks with a critical eye, waiting for an opportunity to judge severely any awkward move. We welcome these skeptics and invite them to follow with us in this future development, for we feel that in this development they shall find a new kind of progress worthy of recognition by all.

I visualize the development that will take place within the next decade as a statement of purpose and the ability of the individual members of the association. I foresee the creation of facilities that will provide an infinite number of opportunities for all ages, and for all groups and individuals to gather together, not only for work, but also for relaxation. This building together for the future will have its hard moments and difficulties, but the goals are worthy of every man's labor. We hope that each individual member can pledge himself to do his part and accept the challenge to participate in the future of The Hammocks.

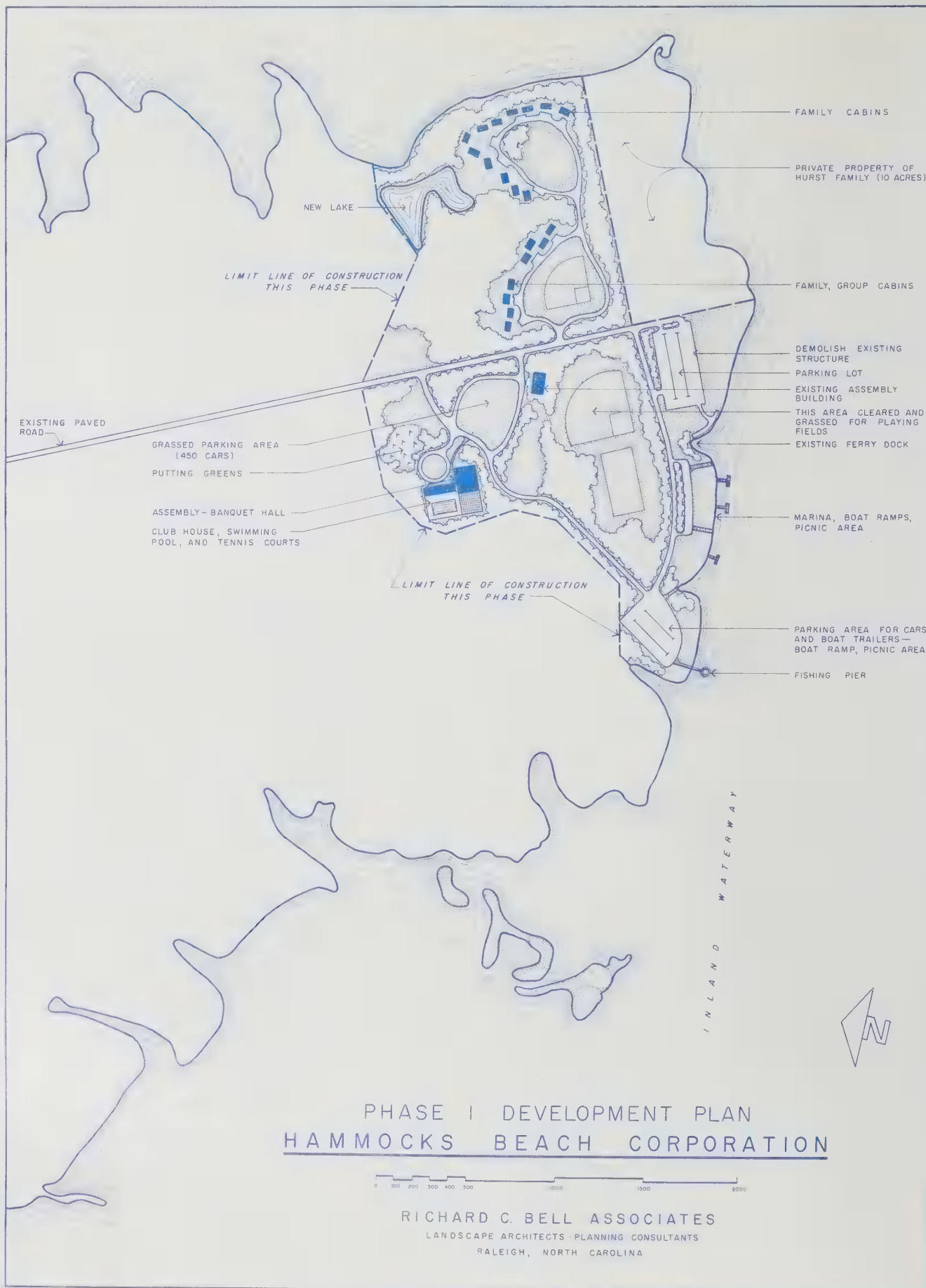


DIAGRAM OF PHASE ONE OF THE HAMMOCKS BEACH EXPANSION DEVELOPMENT PLAN.

Answer to Mrs. Wm. Sharpe's letter — July 30, 1965

Dear Mrs. Sharpe:

It can easily be understood how you could feel that the teachers as a whole have been unduly hesitant and reluctant in pooling enough of their resources to complete the dream of your late husband in connection with the Hammocks development. This slow reaction on our part is due perhaps to many reasons. Chief among them is that our efforts at promotion of the Hammocks cause have not been effectively organized, which in turn has tended to generate misunderstandings on the main issues.

You can see from the new financial plan enclosed that we have at last organized in earnest now to proceed as rapidly as possible with the business of expanding the Hammocks. In this way it will be our hope that our constructive efforts may justify a restoration of your confidence in us, to the extent that there may not be the slightest change in your plans to do whatever you and your late husband had previously planned for us. In this way we hope to be worthy of your efforts to assist us through the many contacts available to you. We accept this challenge to convince you that we still have faith in our efforts, and the assistance we may justify from our friends.

Sincerely,
W. R. Collins, Director
Hammocks Beach Corporation
Expansion Project

* * * * *

Collins Visits Mrs. Sharpe

REPORT OF CONFERENCE WITH MRS WILLIAM SHARPE

November 1, 1965
St. Petersburg, Florida

The Hammocks Beach Corporation Board of Directors approved a recommendation that W. R. Collins, Director of Expansion for the Hammocks visit with and report to Mrs. Sharpe on:

1. Development to date
2. Present contributions affecting proposed expansion
3. Assistance expected from the members of the North Carolina Teachers Association
4. Assistance expected from the treasury of North Carolina Teachers Association
5. Assistance expected from Mrs. Sharpe, and the friends of the Sharpe family, philanthropists, foundations and agencies.
6. Assistance expected from the State of North Carolina.

The trip to St. Petersburg was made on November 1, 1965. The reception by Mrs. Sharpe was most cordial and she was an exceptionally pleasing host. From the time of the arrival in Florida until the departure, every courtesy was extended by Mrs. Sharpe. I was received in her home for the conference around 10:30 on the 1st and the following items were discussed:

1. Total invested in the Hammocks development to date since 1950:
 - a. Contributed from North Carolina Teachers Association Treasury \$30,000.00
 - b. Contributed by members of the Hammocks Corporation \$170,866.78
 - c. Invested in camp development by the New Farmers of America \$150,000.00
 - d. Invested in camp development by the 4-H Clubs of America \$130,000.00
 - e. Invested by the State in development and operation of the Hammocks Beach State Park \$250,000.00
- TOTAL \$730,866.78

2. A review of present conditions, centered on the following:

- a. The need for expansion of present facilities
- b. Major items included in the expansion plan — **Classroom Teachers Lodge, Retired Teachers Cottage, Memorial Chapel and Garden** to honor the memory of the Sharpes — **New Motel** with swimming pool, including other sections.
- c. The development of Family Unit Centers, a Clubhouse with swimming pool, etc.
- d. Methods of financing the cost of expansion, (1) involve a \$28 construction contribution by every member of the North Carolina Teachers Association (13,000) (Collection to start by November 20, 1965), (2) Donation by Philanthropists, Foundations and other interested Agencies, to include help from the State of North Carolina on various aspects of the Expansion Program, (3) Assistance by Mrs. Sharpe, Widow of the late Dr. William Sharpe, personally and from friends.

3. A part of the agreement in the transfer of the Beach Island of the Hammocks Beach property to the State of North Carolina, to be developed as the Hammocks Beach State Park, was that a bridge be constructed to connect the Mainland of the Hammocks with the State Park on the Beach Island, when the initial ferry service proved inadequate. Such is the case now, and the State will be asked now for this bridge connection, and access roads on the mainland to make units in the new expansion plan accessible.

NOTE: These three areas of interest were thoroughly covered with Mrs. Sharpe, and the following are the recorded reactions:

1. In her opinion, and it was fully shared by me, the State's attention through the good offices of the Governor, should be immediately focused on the urgent need of a bridge as described to replace a grossly inadequate ferry service, thus bringing attendance in line at the Hammocks Beach State Park with the large expense in operating the park, and more favorably compared with other State Parks, especially the park at Fort Macon.
2. Mrs. Sharpe complimented the teachers on their current efforts to make the Hammocks fully represent the dream of her late husband, and she felt reasonably assured that the teachers during the next three years would fully vindicate her faith and interest in the Hammocks as a vital enterprise, developed to fit the recreational, rest and informal educational needs of the teacher.
3. With the conditions listed above completed, or in the process of completion she would then be able to convince her personal and friends of her late husband to contribute toward the completion of this very worthy project.

We closed the conference on the note, that the Memorial Chapel and Garden should receive the choice spot on the Hammocks, since it will be the center of religious interest and activities at the Hammocks. Second, the Classroom Teachers Cottage. Third, the development of family unit cabins center and construct several of the cabins or cottages. Fourth, a retired teachers cottage. Fifth, develop area for NCTA Unit cottages, etc.

To further emphasize the importance of the chapel and the garden, she accepted the invitation to be the guest of honor at a Hammocks Notables Benefit Banquet to be sponsored by the Hammocks Board of Directors in January, 1966 for the initial fund for Memorial Chapel and Garden construction.



A SECTION OF THE PICNIC AREA

At the end of this most enjoyable and profitable conference Mrs. Sharpe arranged a service which was enjoyed. After which a tour of her property was made for us with my wife who was visiting with me, sharing. She and Mrs. Sharpe established very warm and friendly relations.

Mrs. Sharpe was as active as a person of 50. You would not be able to read her real age. All the way through the conference she exhibited keen interest in the Hammocks, and assured me that if the teachers followed through with their plans to develop the Hammocks to meet the purposes outlined in the Charter, and if the State of North Carolina kept its promise with respect to the bridge connecting the Hammocks Mainland with the Hammocks Beach State Park, one half of her final estate, to include all she may own and what is finally left by her late husband, will be left to the Hammocks Beach Board of Directors. The other half would go to the New York Herald Tribune Fresh Air Fund. This she would do in memory of her late husband.

She wanted to be remembered to Mrs. Hurst, and the Board members. I assured her that I would make a special trip to convey her message to Mrs. Hurst. We agreed before parting that the most important consideration at the moment is the \$28.00 construction contribution being pledged by the NCTA Members, because the extent to which this is done, will determine the extent and nature of construction that will be started on January 1, 1966 or later.

Submitted by
W. R. Collins
Director of Expansion

* * * * *

THE NEW FINANCIAL PLAN

The Hammocks Beach Board of Directors have had to establish a new plan for financing the Expansion Program. The following idea has been adopted.

Every teacher is asked to give a Hammocks Beach minimum Construction Fee of \$28.00 to be paid in the following manner: November 20, 1965, \$10.00; November 20, 1966, \$8.00; November 20, 1967, \$5.00; November 20,

1968, \$3.00; and November 20, 1969, \$2.00. This would affect new and old teachers alike and would have nothing to do with the present method of issuing permanent membership cards to new teachers who paid a fee of \$25.00 and old teachers who paid the first \$13.67 or \$15.00, or made the extra payment of \$10.00. In this respect the standard life membership fee would be \$25.00. Beginning with 1970 the Hammocks Board would be asked to place an annual maintenance and development fee of \$2.00 in the NCTA Budget for the Hammocks program, thus eliminating extra assessments we hope.

METHODS

1. Teachers who paid \$25.00 since 1960 would still be responsible for the \$28.00 construction fee.
2. Teachers who paid the extra \$10.00 since 1960, would still be responsible for the \$28.00 construction fee.
3. Teachers who paid the confidence fee of \$5.00 since February 1965 may omit the \$5.00 payment listed for November 20, 1967. Other payments as listed under the construction fees would be expected as listed.

4. Figuring on the basis of the financial plan as provided under the New Financing Proposal, involving a prospective 13,000 teachers, the following tentative totals would be available:

a. 1965—13,000 teachers @	\$10.00 —	
	Nov. 20 —	\$130,000.00
b. 1966—13,000 teachers @	8.00 —	
	Nov. 20 —	104,000.00
c. 1967—13,000 teachers @	5.00 —	
	Nov. 20 —	65,000.00
d. 1968—13,000 teachers @	3.00 —	
	Nov. 20 —	39,000.00
e. 1969—13,000 teachers @	2.00 —	
	Nov. 20 —	26,000.00
		<hr/>
	\$28.00	\$364,000.00

Regular school personnel may make the \$28.00 payment in two years, \$14.00 Nov. 20, 1965 and \$14.00 Nov. 20, 1966.

**RETIRED TEACHERS FEE — \$14.00

a. 1965—2,500 teachers @	\$ 5.00 —	
	Nov. 20 —	\$12,500.00
b. 1966—2,500 teachers @	4.00 —	
	Nov. 20 —	10,000.00
c. 1967—2,500 teachers @	2.00 —	
	Nov. 20 —	5,000.00
d. 1968—2,500 teachers @	2.00 —	
	Nov. 20 —	5,000.00
e. 1969—2,500 teachers @	1.00 —	
	Nov. 20 —	2,500.00
		<hr/>
	\$14.00	\$35,000.00

Retired teachers may decide to pay out in two payments: \$7.00 Nov. 20, 1965 and \$7.00 Nov. 20, 1966.

Each year after 1969, thereafter, a \$2.00 annual fee from regular school personnel and \$1.00 from retired teachers would be requested for up-keep, repairs, salaries, and improvements.

If you have another idea as to how the Hammocks' construction program might be financed, feel free to make the suggestion to the Director of Expansion at NCTA Headquarters, 125 E. Hargett Street, Raleigh, North Carolina, otherwise let us have your cooperation under the New Financing Plan.

* * * * *



**WE ARE NEVER TOO OLD TO BUILD CASTLES
IN THE SAND.**

OUTSIDE SUPPORT SOLICITED

Effort is being made to obtain outside assistance to aid in developing the Hammocks. Negotiations with the following groups are currently in process:

1. We are working with the Job Corps Administration on the possibility of establishing a training camp on a portion of the Hammocks Beach Mainland property as a training center for Drop-outs and poorly trained high school graduates. 2. The Neighborhood Youth Corps Administration is being approached for assistance under the provisions of its program. 3. Philanthropic agencies and individuals are being contacted by a committee headed by Mr. J. H. Wheeler.

We are now in the position, where further effective bargaining cannot be done with either of the prospective agencies who might be interested in helping us, unless we give evidence of trying to help ourselves. Therefore, it is increasingly necessary that we collect the \$100,000 previously requested from the teachers, so we may act on a broader scale for assistance.

NCTA BOARD OF DIRECTORS ADOPTS RESOLUTION

Adopted by the Hammocks Board of Directors in its regular scheduled meeting, December 4, 1965

WHEREAS, the expansion of facilities at the Hammocks is an important and worthy consideration, which makes the full cooperative participation of every member of the North Carolina Teachers Association necessary,

AND WHEREAS, the eight NCTA Districts voted in their annual meeting this year unanimously to approve the \$28 minimum construction contribution as a teacher gesture of faith and confidence in the total effort, to make the Hammocks Beach Development really mean to the teachers what was originally intended by the donor.

AND WHEREAS, to date many members of the North Carolina Teachers Association across the state have completed their pledges and have made their initial installment payments for expansion construction.

BE IT THEREFORE RESOLVED that the Hammocks Board of Directors go on record as urging all members of the North Carolina Teachers Association to immediately, or as soon as possible, complete their pledge forms and forward them with a third of the pledge, or the amount specified for the minimum as previously directed.

AND BE IT FURTHER RESOLVED, that each Hammocks Beach Board member and the regular NCTA Staff Members be urged to make a special minimum pledge of \$50, \$75, or \$100 as a construction contribution for the Hammocks Beach Expansion Program, to be paid over a period of four years, designated for the erection of the Memorial Chapel and Garden in honor of the late Dr. William Sharpe.

AND BE IT FURTHER RESOLVED, that the Hammocks Board of Directors reflect its full approval of the proposed expansion of facilities at the Hammocks, to the principals, supervisors, college president, NCTA members of the State Department of Public Instruction, and to all teachers, urging full and cooperative participation on their part in the total expansion project, sponsored by the Hammocks Beach Board of Directors.

Unanimously adopted

December 4, 1965

Raleigh, North Carolina

* * * * *



BASKING IN THE SUNSHINE OF THE HAMMOCKS
— These young ladies are enjoying the beach area of the Hammocks as they bask on the sands.

A REPORT TO THE PEOPLE

W. R. Collins, Director of Hammocks Expansion

On February 1, 1965, I accepted the responsibility to fully acquaint the NCTA members and the public with the facts about the Hammocks Beach gift transaction donated in 1950, its development to date, its future expansion plans, and to obtain as far as possible the active participation of as many members as possible in support of the New Expansion Project which will extend the facilities at the Hammocks. This task was undertaken on a part-time basis, under an expense allowance. To date the following things have happened:

1. A Bumper Sticker was developed and distributed, in a good cross section of the state. (If you have not reported for the stickers received, please send in your report, by return mail if at all possible).

2. In addition to bumper stickers, special literature and brochures giving specific details on the Expansion Program have been arranged and distributed.
3. Every principal in the state has been supplied with many parts of this material for himself and staff, so that all NCTA members could have first hand information on all aspects of the Hammocks Beach Development.
4. All eight of the NCTA Districts, voted in their annual district meetings to approve the \$28 minimum construction contribution adopted by the NCTA Board of Directors in its October meeting. Thus, urging all teachers, to at least contribute this minimum, and more if possible.
5. All principals in their respective districts were notified from the Hammocks central office in Raleigh, N. C. about the district's approval through the mail, so that every principal in the state, irrespective of his district, might know about this action whether he attended the district meeting or not. In like manner, the teachers (through the principals), were to be informed about this action and urged to comply.
6. We anticipated that collection of this special Hammocks contribution fee would be slow for the first four months, largely due to prior commitments by teachers. Therefore, we have not arranged a financial statement on contributions for this publication, but one will be arranged and presented in the March Edition of the Record. Such a report will include the gross amount pledged and cash collected from the Special Benefit Banquet.
7. The Hammocks Board of Directors voted to hold a special session of the Board on January 15, 1966, to formally accept, or consider the acceptance of the drafted plans for the beginning of construction at the Hammocks, contingent upon receipts. If sufficient funds are not available at present, the Board will be requested to establish the necessary machinery to begin unit construction when funds are available.
8. **THIS IS MOST URGENT!** If you have not completed your construction contribution pledge for the Hammocks, will you please do so immediately, and attach one third of the amount pledged. If your pledge is more than \$28 follow the scale given in the original information. This completed pledge form with the initial payment in check should be forwarded to Dr. Rudolph Jones as previously instructed. This matter is very important and should claim your attention without delay. With your pledges and the payment of the same as outlined, we will be able to build the units as designed. Without your financial support we will be **unable** to build, as per plans and specifications. To this end, we are counting on your full support. Anything less will be most misrepresentative.



OPENING BENEFIT BANQUET PLEDGES — The initial Benefit Pledges are being made. Left to right: Elliott B. Palmer, NCTA Executive Secretary; Fred D. McNeill, Jr., NCTA Field Representative; Mrs. Edna C. Richards, Executive Secretary NCACT; W. R. Collins, Hammocks Beach Expansion Director; and Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations and Research, NCTA as they sign pledge sheets. Mr. Collins is checking on the \$100 each pledges. Other pledges representing the staff are included.

NCTA Staff Pledge To Benefit Banquet

The professional staff of the North Carolina Teachers Association led the way by pledging \$100 each on the benefit banquet for the Hammocks Beach Memorial Chapel and Garden, honoring the late Dr. William Sharpe. Pledge forms and banquet tickets were mailed December 29, and at this date several persons have responded.

Acceptance forms should be mailed immediately to W. R. Collins, expansion director at Hammocks Headquarters office, 125 East Hargett Street. The Benefit banquet pledges are \$50, \$75, \$100 or more, payable over a period of four years.

The banquet is scheduled for January 26, at North Carolina College, Durham, and sponsored by the North Carolina Mutual Life Insurance Company and the Mechanics and Farmers Bank.

Assistant Bookkeeper Recently Appointed

Miss Elaine Jeffreys has been appointed Assistant Bookkeeper for the North Carolina Teachers Association. Miss Jeffreys is a native of Wake Forest, North Carolina. She is a graduate of the DuBois High School, Wake Forest, and the Southeastern Business College of Durham.

She is a member of the Rolesville New Bethel Baptist Church, Rolesville.



Organizing The Core Curriculum

By John D. Knight

Secondary School Curriculum

Reorganization Evolution

The traditional function of the secondary school in the United States was formerly preparation for college. This function necessitated a curriculum dictated primarily by college entrance requirements; thus a rigid subject-centered curriculum was evolved.

However, in this century, the increase in mass education and the need for curricula for students not going to college have placed additional demands on the public school systems. Curricula have been affected by scientific discovery of learning processes and human behavior, centering on child growth and personality development. Also, educators have become increasingly aware of the personal needs and social responsibilities of youth. Both must be provided for by the schools in order to satisfy the demands of a dynamic democratic society.

The core curriculum is one of the developments that seeks to improve the secondary school process. The courses and topics incorporated into a "core" are frequently referred to as general education, unified studies, common learnings, basic living, social living, integrated program, or simply core classes.

In a book by Harold Albery¹ several types of cores are recognized. These cores vary from a slightly modified conventional subject matter curriculum to the experience-centered curriculum based on the needs, problems, and interests of youth. One finds numerous cores in which subject matter is organized around themes of historical and contemporary importance or problems relating to the functions of living.

In the study reported by Grace Wright² seven states (California, Maryland, Michigan, Minnesota, Missouri, New York, and Pennsylvania) account for sixty-two per cent of the schools reporting a core program. Further, only approximately thirteen per cent of our nation's schools, largely junior high schools, reported a core program of some sort. This indicates that the core program must progress considerably before it attains wide acceptance.

Characteristics and Suggestions for Implementation

Appendix I contains some characteristics of the core curriculum. Appendix II contains a suggested outline of areas to be considered in implementing the core curriculum.

1. Albery, Harold, **Reorganizing The High-School Curriculum**, New York: The Macmillan Co., 1963. pp. 166-195.
2. Grace S. Wright, "Core Curriculum Development, Problems and Practices," Federal Security Agency, Office of Education, **Bulletin No. 5**, 1952. pp. 5-6.

Conclusion

The core approach as a basis for general education is beginning to be recognized as a valid and meaningful one for our youth living in a complex and everchanging society. A shift from the traditional subject-centered curriculum promises to provide more effectively for the total growth and development of youth. In such a curriculum the teachers are teachers of boys and girls, not teachers of history, English, or mathematics. Thus, the school performs the necessary function of helping students to adjust to life in a productive and satisfying way for themselves and for society. Basically what seems to be needed is not new subjects or new courses, but new approaches, better means, and more effective methods.

APPENDIX I

Some Characteristics of the Core Curriculum

1. The core includes experiences which are important to the growth and development of all pupils, in which sense it deals largely with general education and seeks a variety of outcomes.
2. Activities and experiences are organized and taught without much regard for subject lines or departmental boundaries, the unification of learning experiences being quite common.
3. A longer block of time is scheduled for the core program.
4. There is much pupil-teacher planning and co-operative activity, as well as greater teacher-teacher planning.
5. Learning experiences are often organized in broad, comprehensive units based upon and organized in terms of the interests, needs, and problems of the learner and his community.
6. There is greater utilization of the democratic processes by core classes.

7. Guidance and instruction are more closely related in the core program, and the core teacher often has guidance responsibilities for the core class. The core program often supplements or supplants the home-room.
8. There is greater use of a wide range of resources in the core class, and teaching procedures are more flexible and varied.
9. Problem solving techniques find more attention and more frequent use in the core program.
10. In the core pupils and teachers tend to become better acquainted, and considerable provision is made for individual differences. Teachers sometimes move along with a class remaining with them for several years.
11. A greater variety of testing procedures characterizes the core, and evaluation tends to be more continuous and more comprehensive.
12. Learning experiences tend to be more functional and more active in the core.
13. There seems to be more experimentation and greater efforts aimed at the improvement of instruction in the core program.

These are not equally present in all core programs. To the extent that they are present they tend to be advantages which make the core a more functional type of curricular organization which can better utilize sound principles of learning.

APPENDIX II

Implementing the Core Program — Outline

- I. How do we move from a subject-centered curriculum to the Core?
 - A. Interest the whole faculty
 1. Evaluation of the existing program and philosophy of education
 - a. Survey
 - b. Faculty Committee
 2. Analysis of the shortcomings of the present curriculum
 3. Recommendations for remedying short comings
 4. Techniques which might be used to interest the faculty
 - a. Visits to other schools which have a core programs in action
 - b. Workshops
 - c. In-service courses
 - d. Professional reading
 - e. Demonstration classes
 - f. Faculty committees
 - g. Interdepartmental conferences and cooperation
 - h. Use of an advisor or consultant
 - i. Utilization of state university curriculum laboratory
 - j. Strong administrative leadership and co-operation
 - B. Orient the public and enlist their support
 1. School board
 2. General public and pupils
 - a. Through PTA and other community civic and religious organizations
 - b. A series of newspaper articles
 - c. Holding open house programs at school
 - d. Demonstration classes at school
 - e. Parental participation in field trips
 - f. Orientation program (unit) for pupil
 - g. Pupil-teacher conferences for grading
 - h. Home visits

- i. Enlist cooperation of community leaders
- j. Advisory board to board of education

II. How can a Core Program be organized?

A. Administrative aspects

1. The administration must set a tone and atmosphere in which initiative may be exercised by those who have the courage to undertake program modification.
This will be accomplished best when:
 - a. Communication is easy
 - b. channels are flexible
 - c. there is a sense of shared responsibility
 - d. there are shared resources
2. The administration must expedite change by removing blocks of a mechanical nature. Some examples of mechanical blocks are:
 - a. the schedule of recitations
 - b. rigid grading and reporting procedures
 - c. shortages of materials and resources
 - d. inflexible state and college entrance requirements
 - e. problems of articulation with the rest of the program
3. The administration must protect the frontier thinkers among his faculty by taking the lead in fostering favorable public relations.
This involves:
 - a. keeping the public informed
 - b. gaining and keeping board of education approval
 - c. anticipating and countering attacks

B. Teaching aspects

1. Scope and sequence within classes
 - a. Problems-centered study
 1. Broad units of learning
 2. Problem areas determined by
 - a. Teachers, pupils, parents
 - b. Research of what others have done
 - b. Planning
 1. Unstructured core
 - a. Determined by pupil-teacher planning
 - b. Based on interests, personal-social needs of the students
 2. Preplanning
 - a. Getting acquainted with resources libraries, community, people
 - b. Grade level and school wide meetings to determine planning
 3. Broad fields-unified studies
 - a. Two teachers work together
 - b. Teacher security and change at own rate
 - c. Other important factors
 1. Block of time
 2. Planning time
 3. Cooperation of other teachers
 4. Suitable physical facilities
 5. Guidance
2. Provision of suitable learning materials
 - a. Use of textbooks, partially or wholly
 1. Until other materials are found the text is important
 2. Partial use of text in addition to use of other materials
 - b. Other materials
 1. File collection on problems
 2. Community resources and people
 - c. Resource unit and teaching units developed and those used elsewhere collected and used where appropriate.

Putting Wheels Under Teachers

TRAVEL TO FAR PLACES EASIER THAN YOU WOULD THINK

by Earl E. Henderson, Assistant Director
Division of Education Travel
National Education Association

Thirty years ago the taking of an extended trip was out of the question for most teachers. Traveling was so difficult and so expensive that it took determination, adventuresome spirit, and a life's savings to get a person beyond the borders of the United States, Canada, or Mexico. Some of us who are still teaching can remember the conditions that made foreign travel a rare experience.

Air travel was in its infancy thirty years ago. Traveling in a bus for a trip of more than a few hours was torturous — no one had ever heard of air-conditioned buses or of super-highways. Most people had never been beyond the borders of their own states. Travel was so formidable an experience that the reputation it earned for being arduous still remains and is still keeping people at home.

The Ease of Modern Travel.

Conditions have changed in the past thirty years. One now boards a plane in New York in the evening, relaxes in a scientifically designed reclining seat, and wakes up the next morning in Europe, ready to disembark and get on with the sightseeing. One may travel by air-conditioned bus, rolling over super-highways, and may span the breadth of our continent in seventy-one hours — seeing all of America from ground-level. But despite the ease of travel, and despite present-day salaries that enable a teacher to earn enough in two months to pay for a summer's travel to almost any place in the world, not nearly enough teachers are really traveling extensively.

One-third of a million Americans secured passports to travel abroad during the summer of 1965. Of that number, four per cent identified themselves as teachers, while sixteen per cent identified themselves as students. With four times as many students traveling as teachers, some teachers are going to find themselves taking lessons from the students. Something needs to be done to convince teachers that, in 1966, travel is as mandatory as any other form of in-service growth activity.

The Need for More Travel by Teachers.

Why do traveling students outnumber traveling teachers by four to one? The answer to the question is obviously that students outnumber teachers. However, there are other considerations that make that answer less clear-cut than it appears to be. (1) One consideration is time available for travel. Students have no more time to travel than do teachers. Their vacations are equally long, and equally well suited to facilitate travel. (2) Consider the money students and teachers have available for travel. It can hardly be argued that students have more money to spend on travel than teachers have. Teachers' salaries have improved considerably within the last few years.

The financially improved condition of teachers may be illustrated by citing some statistics drawn from the latest research report on salaries, published by the National Education Association (NEA). For the 1965-66 school year, inexperienced teachers who hold the bachelor's degree will be employed in systems of 25,000 or more pupils for a mean annual salary of \$5,040. Experienced teachers with the bachelor's degree level of preparation in the same systems will be drawing a mean annual salary of \$7,700. Current salaries represent an increase of \$1,000 or more over the salaries of five years ago.

Association Effort to Encourage Teachers to Travel More.

The improving financial situation of teachers and the growing recognition of the value of travel experience are reasons why the National Education Association and its affiliated professional organizations are sponsoring a world-wide program of group travel, operated during the teachers' summer vacation months. The program consists of fifty-five tour groups, traveling to nearly every area of the free world: Europe, the Mediterranean area, Africa, the Pacific area, Latin America, the Caribbean, Alaska, Hawaii, and the United States and Canada. The tour activities are planned with education intent. Tour leadership is by educators, and tour membership is exclusively from the field of education.

The association-sponsored tours are operated on a non-profit basis, with the tour group members paying the actual cost of the tour arrangements, plus sufficient overhead cost to pay for the cost of offering the service, so that the offering of the tour service is not an expense borne by the general membership of the association. A NEA standing committee, the Educational Travel Committee, supervises the travel program, and a year-around staff of fif-

(Continued on Page 32)

Awards Program For Future Scientists

The 1965-66 quest to identify and honor America's young potential scientists of tomorrow is underway. The Ford-Future Scientists of America Awards program, sponsored by the Ford Motor Company and administered by the National Science Teachers Association (NSTAO, accomplishes this purpose by providing awards and recognition for over 2,000 junior and senior high school students. This is the fifteenth consecutive year that NSTA has conducted this program, which is on the approved list of contests and activities of the National Association of Secondary-School Principals.

A major purpose of the Ford - FSA Awards is to encourage students to learn science by doing as scientists do. To enter the contest, a student must carry out an investigative, research-type project and report the results of this in the form of a written paper. All such reports are submitted for evaluation by judging teams comprised of scientists, science teachers, engineers, and professionals in other allied fields.

Ford - FSA Awards and honors are given at the national level and in each of 12 geographic regions. Students enrolled in grades 7 through 12 in U. S. public, private, parochial, and overseas schools are eligible to participate. The 1965-66 Ford - FSA Awards will include:

20 \$200 college assistance scholarships for students in grades 11 and 12, based on national judging.

720 Honors plaques for regional winners, 20 each for grades 7-8, 9-10, and 11-12 in each of twelve geographic regions.

740 Ford - FSA Winners' Certificates to the above students.

740 Ford - FSA Certificates of Honorable Mention Achievement, based on regional judging.

PLUS

A three-day Ford - FSA Seminar for the 20 scholarship winners and their teachers at the Ford Motor Company Research Laboratories in Dearborn, Michigan, June 22-25, 1966.

Science teachers are invited and urged to use the Ford - FSA Awards program as one of their instructional approaches this year. For more information and student entry form, **teachers only** should write to the Ford-Future Scientists of America Awards, National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. All such requests must be received not later than March 1, 1966. The contest closes March 15, and the awards are presented by May 1.

PUTTING WHEELS UNDER TEACHERS

(Continued from Page 31)

teen persons is engaged in making the necessary operational arrangements. The co-operating state and local associations further the program through giving it publicity. The outstanding success of the program may be attributed both to its high quality, and to the dollar savings experienced by the group members through making use of special low group-rate air fares.

The 1966 Association-sponsored Educational Tours.

The 1966 program of association-sponsored educational travel is described in a folder entitled "Windows on the World," which is available by writing to the NEA Division of Educational Travel, 1201 16th St., N.W., Washington, D. C. 20036. This folder lists twenty European tours, with one tour offering using round-trip transatlantic crossing by ship. Of the four around-the-world tours, one is quite inexpensive, giving

twenty-eight days of travel (meals, hotels, and air fare included) for \$1,830. There are inexpensive bus tours to Mexico, and travel to Alaska and Hawaii by both ship and air transportation.

The "Windows of the World" folder lists colleges from which academic credit may be earned for participation in the association-sponsored tours. In-service growth credit, awarded by the local school systems according to plans approved by the local board of education, is also frequently available to the tour participants. The "alumni" of past tours that have been operated under this program are enthusiastic about the experiences they have had, and about the high quality of accommodations that were provided.

It seems that all that stands between the teacher and a tour to Europe, to Asia, or completely around the world is the determination to participate in what promises to be the most effective educational device since the chalkboard was invented.

As the pace of desegregating the public schools is stepped up through increased pressure from the federal government, many schools in the border and deep south states are beginning to consolidate schools and school districts. The school term of 1965-66, is expected to see the number of Negro children attending previously all white schools double.¹ The economy of such consolidation is all too apparent.

Following the supreme court's decision of 1954, *Brown v. Board of Education*² came token compliance and a steady dismissal of Negro teachers. By the 1950s the pattern had already been set in such states as Missouri, Oklahoma, Texas and West Virginia.

In the first half of the 1960s the more than 1000 Negro teachers were jobless in Texas alone. Jack Greenberg, Director, Counsel of the legal Defense and Educational Fund of the NAACP recognized a trend toward "wholesale dismissal of Negro teachers."³

Gilbert Porter a recent Executive Secretary of the Negro Florida State Teachers Association, also recognized what may be the development of a similar trend in Florida.⁴

Because of the occupational pattern of segregation in the school districts of the south, often the tenure rates for Negro teachers are greater than for a comparable number of White teachers within the same district.

Many of the Negro teachers who were "turned out" had earned tenure under state tenure laws and had held such tenure for more than ten years. There apparently was no legal questions as to their qualification, fitness, and general suitability to engage in the profession of their choosing. The

The Rights of Tenure Teachers Who Are Dismissed Due to School Consolidations or Reduced School Enrollments

PREPARED BY ED. HAYES

EDA 604

University of Florida

states attested to this fact when their departments of education granted bona fide certificates to them to teach.

One major purpose of tenure legislation is to protect the teacher from dismissal. It was held by a Louisiana Court in 1938 that the tenure act "was intended, inter alia, to protect the worthy instructors of the youth of the Parish (county) from enforced yielding to the political preferences of those having the power to grant or withhold employment and to vouch-safe to such teachers employment after a long term of satisfactory service to the public.⁵ The Supreme Court expressed a similar opinion in 1938.⁶

The Supreme Court of New Mexico also upheld the right of a teacher to tenure after two school districts had been consolidated and where this consolidation had brought about an excess of teachers.⁷ This same court had said in an earlier ruling, "The legislature has recognized the sound public policy of retaining in the public school system teachers who have become increasingly valuable by reason of their experience and has by statute assured these public servants an indefinite tenure of position during satisfactory performance of their duties."⁸

The courts have generally held that a state statute pro-

viding for tenure does not create a contract between the state and the teachers.⁹ However, the United States Supreme Court, in its review of an Indiana case involving the state's tenure law, held that tenure laws can be so worded as to create a contractual relationship within the provisions of Article 1, Section 10 of the federal constitution.¹⁰

As the expensive folly of *Plessey v. Ferguson*¹¹ and *Roberts v. City of Boston*,¹² becomes more apparent, (both classical cases for segregation) more integration and more consolidation will follow. This process will call for re-assigning and re-deployment of teaching personnel. Whether all school districts involved will accomplish their re-alignment of personnel in the best possible faith is not readily apparent. In fact the mounting evidence is to the contrary.

It is conceded that state statutes providing teacher tenure are not interpreted generally as conveying upon a teacher a vested right to a position, especially in instances where their employment is terminated by reasons of decreased enrollment of pupils, or by reasons of suspension of schools or territorial changes affecting a district.¹³ *What are the rights of teachers who have held tenure in a school district over a number of years? Do they have any rights to their positions, or can they be summarily turned out*

when their services are no longer needed, due to school consolidation or any other reason given by a school board?

This study is limited primarily to an examination of the school statutes of the 17 states of the border and deep south regions of the United States. The question is more acute in these areas, but hopefully it will contain implications for other districts in the country where de facto school segregation has been entrenched for a long time. A case in point is the previously cited *Roberts v. City of Boston* (1849).¹⁴

An attempt is made to cite court cases in support of specific points where an earlier decision has been over ruled by subsequent court action this fact will be presented below the case citation.

Teacher Tenure Laws

Prior to the late 19th Century, a long standing objection to teaching as a life career was that it offered little job security. Under the common law, boards of education were permitted to "hire and fire" at pleasure, and often teachers were dismissed without a hearing, for any reason at all. After the passage of the Civil Service Act of 1883, the tenure concept was introduced into educational thinking. As so often in the past, in education, Massachusetts became the first state to adopt tenure for teachers.¹⁵

In this paper a "teacher tenure law is used interchangeably with "continuing contract statute." A teacher tenure law as defined by California Professor M. Chester Nolte is:

A law which (1) provides for continuing employment of the 'tenure teacher' and (2) contains a specified procedure to be followed where there is cause for dismissal.¹⁶

Both must be present if the law is to be called a teacher tenure law.

Despite its 79 year history, teacher tenure laws are not universally provided by statute.

Only 6 of the border and deep south states presently have statutory provisions for teacher tenure. These six states are, Alabama, Florida, Kansas, Kentucky, Tennessee and West Virginia.¹⁷

Among the requirements contained in the teacher tenure laws of these six states are: educational requirements, a probationary teaching period, and a recommendation subsequent to the successful completion of the probationary period. The average probationary period in these states is three years of successful teaching. Each of the six state statutes also provide a method of dismissal, which provides for the tenure teacher: an official notice in writing, properly timed; and an official hearing before the school board.

The Florida tenure statute goes further in requiring that prior to receiving a continuing contract a teacher shall have earned the satisfactory minimum score of 500 on a comprehensive National Teachers Examination or an equivalent score on other specified test. Florida's law reads:

Each person to whom a continuing contract has been issued herein shall be entitled to continue in the county at a salary schedule authorized by the county board without the necessity for an annual nomination or re-appointment until such time as the position is discontinued, the person resigns or his contractual status is changed as prescribed.¹⁷

The statutes of the five other tenure states are identical to Florida's in all but one signal respect; that of the rights of the tenure teachers who have been discharged because their services are not needed.

The circumstances giving rise to a lack of need for a teachers services are varied and may encompass such conditions as, for example a decrease in the number of pupils in a school or district.

Florida's position with regards to a tenure teacher so dismissed:

Should the county board of public instruction have to choose from among its personnel who are on continuing contract as to which should be retained, among the criteria to be considered shall be educational qualifications, efficiency, compatibility, character and capacity to meet the educational needs of the community. Whenever a county board is required to or does consolidate its school program at any given school center by bringing together pupils theretofore assigned to separate schools, the county board may determine on the basis of the foregoing criteria among its own personnel and any other certified teachers, which teachers shall be employed for services at this school center, and any teacher no longer needed may be dismissed. The decision of the board shall not be controlled by any previous contractual relationship. In the evaluation of these factors the decision of the county board of public instruction shall be final.¹⁹ (Emphasis mine)

Perhaps of some significance is the recency of the above section to the article cited. The statutes of the other five states go back much farther than August 1, 1956, when Florida's Governor signed this section into law.²⁰

Each of the other five southern tenure states provide in their statutes that where a tenure teacher must be dismissed due to the lack of need for his services, his name shall be placed on a preferred list and shall be given first preference for any position which may become available and for which he may be qualified or become qualified for.

By way of contrast, the Kentucky statutes with respect to such dismissals reads:

... in making such reductions, the board shall proceed to suspend contracts in accordance with the recommendations of the superintendent of schools who shall, within each teaching field affected, give preference to teachers on continuing contract and to teachers who have greater seniority. Teachers whose continuing contracts are suspended shall have the right of restoration in continuing service status in the or-

der of seniority of service in the district of and when teaching positions become vacant or are created for which any such teachers are or become qualified.²¹ ("Seniority as it affects employment not in 'position'")*

The Alabama statutes also provides:

When two or more school systems are consolidated under one board of education to become a part of or to constitute another school system continuing contract teacher involved is in no way jeopardized . . . *the contract of a teacher who has obtained continuing service may not be cancelled because of a justifiable decrease in the number of teaching positions* when there is retained by the board of education a teacher who is qualified to teach in the same position, but who has not obtained continuing service status.²²

The state of Tennessee takes a similar position.

The board shall give the teacher written notice of dismissal explaining fully the circumstances or conditions making her dismissal necessary. *A tenure teacher who has been dismissed because of abolition of a position shall be placed on a preferred list for re-employment* in the first vacancy he is qualified by training and experience to fill.²³

West Virginia's code reads:

In cases of such dismissals the teachers so dismissed shall be placed upon a preferred list in the order of their length of service with that board and the school board shall give due consideration of such list and order if and when vacancies occur.²⁴

Kansas also provides preferential roll for the dismissed tenure teacher.

Dismissals due to decrease in number of pupils or for other causes over which the board of education has no control must begin with those instructors with the least number of years of service, and such instructors so dismissed shall have the right to be restored to duty in order of length of service whenever vacancies occur in which the instructor is qualified.²⁵

Each of the states mentioned above except Florida, has provided in its statutes preferential right to be rehired for all teachers holding a continuing contract and who may be dismissed for reason of reduced pupil pop-

ulations or for any reason clearly beyond the control of the school board. In a number of cases the courts have upheld the dismissal or suspension of tenure teachers upon abolishment of a position or a department.²⁶ However, again with reference to Florida's tenure statute, which does not provide a preferential roll for tenure teachers whose services are no longer needed; assuming that a school board has the right to dismiss or suspend tenure teachers because of a lack of need for their services, the problem arises as to the selection of the particular teacher or teachers to be dismissed or suspended. In general in the absence of any statutory basis for selection it would seem that the school board may use its discretion. However, in the absence of statute and under ordinary circumstances it has been held that a school board cannot dismiss or suspend a tenure teacher and retain a non-tenure teacher at least where the non-tenure teacher is retained to teach in the same position or in the same general area of competence, interest, and training as the tenure teacher.²⁷

In 1955 an Alabama School Board dismissed a tenure teacher and retained the services of a non-tenure who qualified to teach in the same grade as the plaintiff. The board claimed that the teachers who were retained held a higher certificate which was in line with their policy of upgrading the instructional program. The court ordered the school board to return the dismissed tenure teacher to full time teaching status.²⁸ In a case in Delaware where at the end of the year the board dismissed a music teacher who held tenure and retained a non-tenure teacher on the contention that the type of music taught by the dismissed teacher was being discontinued. The court ordered re-instatement pointing out that the plaintiff was cer-

tified to teach all forms of music.²⁹

It appears that the entire spirit and purpose of a tenure act is to secure permanency in the teaching force or so said an Indiana Court.³⁰ It has, however, been held that a tenure teacher whose certificate was restricted to teaching a single subject when the board desired to retain a more versatile teacher, dismissal was sustained.³¹

Where seniority is established as the statutory basis for the selection of the particular teacher to be dismissed or suspended a further question may arise as to whether seniority is meant to be system-wide or less than system-wide, i.e. restricted to a single school. The courts appear to determine such questions in the light of the applicable statutes, rendering different opinions.

In New York a junior high school principal was dismissed when his school was consolidated with the senior high school, whose principal has less seniority. The junior high school principal prayed for reliefs on the ground that the senior high school principal should have been dismissed. His petition was denied, the court holding that the position of principal of the senior high school was not "within the tenure of the position abolished."³²

Where one tenure teacher has greater seniority within the category contemplated by a statute, than another teacher, the fact that the teacher with the greater seniority is not legally qualified to perform the teaching duties of the teacher with less seniority will not necessarily operate to bar the retention of the teacher with greater seniority. Under these circumstances the school board was directed to re-align its teaching staff in favor of the senior teacher.³³

The rights of a tenure teacher to permanent status cannot be taken away by subsequent

amendments to the statute by the legislature. Growing out of a case involving the Wisconsin Teachers' State Retirement Law, it was held by the court that there being a contractual relationship between the state and its teacher and on his death to his beneficiary in the form of additional benefits to teachers in service 25 years are of such nature as beyond the power of the legislature.³⁴

A procedure prescribed by a special tenure act to discharge a teacher with tenure rights is a "Special Statutory Proceeding" so as to be excepted from the Rules of Civil Procedure. Therefore those rules are not applicable to such proceedings. A teacher may enforce his rights provided for in tenure provisions in a mandamus proceeding.³⁵ It was also held in a California case that a teacher who had achieved a permanent status as a teacher, and who is attempting to assert his legal right to be assigned to active service within the school district need not appeal to the county superintendent of schools before applying for a writ of mandamus to compel proper action by the board.³⁶ However, this is not the general procedure. The official policy of the school board of Giles County, West Virginia had been one of attempting to relocate supernumerary teachers within the district. The superintendent had consistently treated his consolidated school district as a homogeneous system. Rather than consider the teachers in abandoned schools as unemployed he would transfer teachers between various schools to suit the needs of the system. Sometimes this even resulted in over staffing. Seven Negro teachers were dismissed without the consideration of this policy. The court rules against the board on grounds of violation of the 14th Amendment. It also declared a general injunction against fur-

ther discrimination in personnel practices coupled with a system of preferential hiring to protect the interest of these teachers.³⁷

Even though by statute a justifiable decrease in the number of teaching position is recognized as grounds for the cancellation of a permanent tenure contract, the retention of a probationary teacher and the dismissal of a permanent employee qualified to teach in the position of the non-teacher is not authorized by such a statutory provision.³⁸

Where a tenure statute expressly provides for the termination of a teacher's tenure contract upon a natural decrease in the number of students, such a provision is considered to refer generally to enrollment in a course, school, or school district.³⁹

From the foregone discussion it appears that while tenure statutes do not guarantee the teacher the right to employment in cases where the enrollment is reduced, such dismissals must be made by the school board in good faith and not arbitrarily, for the board to act to the contrary is grounds for legal action on the part of the teacher.⁴⁰

- 1 Southern School News, Vol. 11, No. 10 (1965)
- 2 Brown et al v. Board of Education of Topeka, Kansas, 347 US 483
- 3 Southern School News
- 4 Southern School News, Vol. 11, No. 12 (1965)
- 5 Andrews v. Union Parish School Bd. 184 So 574 (1938)
- 6 McSherry v. City of St. Paul 202 Minn. 102, 277 NW 541 (1938)
- 7 Hensley v. State Board of Education, 376 p. 2d 968 (N.M. 1962)
- 8 Ortego v. Otero, 48 N.M. 588 (1944)
- 9 Morgan v. Potter 238 Wis. 246 (1941)
- 10 State Ex. Rel. Anderson v. Brand 303 U.S. 95 (1938)
- 11 Plessey v. Ferguson 163 U.S. 537 (1895)*
- 12 Roberts v. City of Boston 5 Cuch 198 (1849)*
- 13 Ehret v. School District 333 Pa. 518 (1939)
- *Revised in 1954 by Brown v. Board Op. Cit.
- 14 Op. Cit. (reversed by Brown v. Board Education 1954)
- 15 M. Chester Nolte, **Tenure Teachers Entitled to Hearing**, J. Am. Sch. Boards Vol. 148, No. 3 (April 1955) pp. 11-12.
- 16 Ibid.
- 17 From a survey of 17 state statutes annotated by the writer.

- 18 Fla. Statute, Chapter 231, Section 231.36, p. 55
- 19 Florida Statutes, Chapter 231.36 (1956)
- 20 Florida Statutes, Sec. 1. Chapter 31391 (1956)
- 21 Ky. Statutes, Chapter 13, Section 161.800 (1944)
- 22 Alabama Statutes, Title 52, Sec. 352 (1958)
- 23 Tennessee Code Anno. Chapter 14, Section 49-1410 (1956)
- * Time employed in the district not in the position.
- 25 Kansas Statutes, Chapter 72, Article 55, Section 72-5406 (1937)
- 26 Kennedy v. Board of Education (1890) 82 Cal 483
- 27 Gassen v. St. Charles Parish School Board 199 La. 954
- 28 Pickens County Board of Education v. Keasler (1955) 82 So 2d 197
- 29 Board of School Trustees etc. v. O'Brien (1963 Del) 190 A2d 23
- 30 Watson v. Burnett (1939) 216 Ind. 216
- 31 Bates v. Board of Education (1949) 133 W. Va. 225
- 32 Jadick v. Board of Education (1963) 242 NYS 2d 8
- 33 Wilko v. School Board of School Dist. (1956) 383 Pa. 390
- 34 State Ex. Rel. O'Neil v. Blid (1925) 188 Wis. 442
- 35 State ex. rel. Alderman v. Board of Public Instruction (1958)
- 36 Dutart v. Woodward 99 Cal App. 736
- 37 USDC Wm. Va; Franklin v. County School Board of Giles Co. 6-3-65
- 38 110 A.L.R. 804
- 39 127 A.L.R. 1319
- 40 Franklin v. County School Board. Op. Cit.

Bibliography

- American Jurisprudence**, Vol. 47, San Francisco: Bancroft-Whitney Co., 1943.
- American Law Reports Annotated**, Vols. 100, 110. San Francisco: Bancroft-Whitney, Co., 1937.
- Edwards, Newton and Garber, Lee O. **The Law Governing Teaching Personnel**. Danvill, Ill.: Interstate Printers and Publishers.
- Florida Statutes Annotated**, Title 15, Education, Chapt. 227.01-235. (1961)
- Florida Jurisprudence**, Vol. 47, 29, Chapt. 90-91. (1960)
- Garber, Lee O., and Edwards, Newton. **The Public Schools in Our Governmental Structure**, Danvill, Ill.: Interstate Printers and Publishers.
- Remmlein, Madeline K. **School Law**. New York: McGraw-Hill Book Co., 1950
- Schools and Colleges**, Law Week, Vol. 33, No. 49, June 1965.
- School Law Series, 1962-1965**. N.E.A. Research Division, Washington, D. C.
- Steiner, Arch K. **State School Legislation**. U. S. Dept. Health, Education and Welfare, Washington 25, D. C.
- Shepards Southern Reporter Citations**, Colorado Springs: 2nd Edition, 1964.
- University of Florida Law Review**, Vol. 10. (1957)

Appraising School Supervision

By Dr. Frank B. Weaver

Dr. Weaver is State Supervisor of Elementary Schools. He received his B.S. from Fayetteville State College; M.A. from Teachers College, Columbia University; D.Ed. from the Pennsylvania State University. He has taught in several elementary schools; he has organized two new consolidated schools, where he served as principal; he has served as visiting professor for two summers at A. & T. College in Greensboro, North Carolina.

Note: This is an address made in October 1965 to the Raleigh-Wake County School Masters Group at the East Cary Elementary School.

I am indeed grateful to Mr. Barber and the other members of the Raleigh-Wake County School Masters for the invitation to share with you in this occasion. I am particularly pleased because it affords us the opportunity to have a face-to-face talk on some of our pressing problems in education today. Again, I'm pleased that we are a group with similar responsibilities and duties in the educational enterprise. Therefore, we speak the same language, and no linguist is needed to interpret it. There are two groups to whom I speak sometimes with awe:

1. Youth — because they hold the future in their hands
2. Educators, because we shape the lives and destiny of youth.

Today, in a complex, rapidly changing world, educating children is everybody's job. My friends, we have had more change in the last 25 years than we had during the last 25 centuries. Ninety percent of the drugs today were not on the market 15 years ago. We have had an educational revolution as well as an industrial revolution. We live in an age of explosions — explosion of knowledge and also of population. This rapidity of change is rather fascinating to us old-timers, but the youngsters take it for granted.

Before we begin our little face-to-face talk, let me quote a few startling statistics for a basis from which to embark.



- During 1962 from 600,000 to 800,000 young people between 16 and 21 — as many as the entire population of cities the size of San Francisco and Boston, were out of school and looking for jobs.
- About 1 in 6 of all the unemployed who are out of school are 16 to 21 years old.
- School dropouts suffer most from unemployment and have great difficulty in finding jobs.
- Unemployment among teenage Negro youth is double that of white boys and girls.
- Last year, the Negro got only \$.52 for the same work for which the white man received \$1.00.
- 23% (about $\frac{1}{4}$) of all Negroes are functional illiterates.

I wish I could tell you that the future looks brighter from here but I cannot. In fact, the picture looks dimly dark because here are some predictions more startling:

- Twenty-six million boys and girls will leave school and seek jobs during the 1960's, 40% more than the 1950's.
- Only about 1 in 10 boys now living on farms can expect to make an adequate living in agriculture.

▪ In the 1960's, while the labor force is growing so rapidly, employment needs for farm workers will drop about 20 percent.

By contrast, jobs will rise by about 40 percent for professional and technical workers, and 20 percent for sales workers and managers and proprietors.

What implications do these appalling facts have for schools and, of course, school leaders?

Quite frankly, I believe they should make us do some soul-searching. In order to appraise our present role and practices, we might have to ask ourselves some questions like these: Am I, as a principal, doing what a glorified janitor can do? As an instructional supervisor, am I a glorified errand girl or a page boy? We might need to go into our closets and have a little talk with ourselves. I realize that we can do but one thing at a time, so I invite you now to think with me as I ponder some questions that have concerned me. By looking at me and thinking with me, we may well consider this to be a face-to-face talk. Then when you return home, continue to talk with yourself in your closet.

To guide you in your talk you might like to use this topic which I have selected: "A New Look For The Supervisor To Promote Better Teaching."

In my latest article entitled, "Who is a Supervisor?," in the 1964 October edition of NCTA Record, I quoted Kimball Wiles. He says that a supervisor is any official school leader — superintendent of schools, principal, department head, or staff officer. So, if you qualify as a supervisor ask yourself these questions:

I. How Skilled am I in Human Relations?

To me, human relations just means skill in getting along well with people. The process of supervision involves people more than things; therefore, a working climate must be established in which each member feels free to give expression to his views, free to make mistakes, free to disagree and free to explore many possible solutions to common problems. To create such a climate, the supervisor must feel secure himself. He must possess self-realization and come to grips with himself. Show me a frustrated principal, and I'll show you a school that has a disorganized faculty (with many conflicts), a student body that lacks self-control and self-direction, a disturbed community and a highly regimented school.

II. Ask yourself, "Do I Trust People?"

The supervisor must have faith in people. Wiles said, "The famous track coach of the University of Southern California, based his coaching on a belief in people. He said that if you believe people can do better and keep telling them so, they will make a prophet of you.

The supervisor may want to ask himself do I trust:

▪ Teachers to use democratic methods and techniques of teaching? Are their children free to do things together, share and tell, manipulate materials, debate, find solutions to problems, experiment, explore? Do I make my teachers afraid to try new methods by telling them that peace and quiet must prevail in classrooms all day? Therefore, in my classroom are children confined to one-word answers, to repetition of the words of the books, to filling in blanks and coloring in the yellow ducks in the workbook, to circling "yes" and "no" with gay and thoughtless abandon, to shouting out the words on flash cards and parroting back to the teacher only the answer she asks for? Are my teachers of social studies asking questions that solicit stupid answers?

▪ Do I trust teachers to take children on field trips in the school, community, and out of town in order to learn more about social institutions and how they relate to them? Do I expect teachers to teach social studies only in classrooms where pupils sit in straight rows with folded hands and eyes straight ahead? We must remember we are not trying to produce historians who will happen to be well-adjusted people; but well adjusted people who will be able to live effectively in a democratic society. Therefore, the process is as important as the content in the classroom. Modern political dictators are not illiterate. Their unfitness for a good world lies in their bad social attitudes. No doubt it began in the classroom.

• Do I trust teachers' integrity and ability to carry out assignments, or do I assign them duties but perform the tasks myself?

III. Do I know the major tasks of the instructional supervisor? (His title might be supervisor or principal).

How often have I helped:

• to aid the teacher in understanding children better?

▪ the teacher to develop and improve individually as a cooperating member of the school staff?

▪ to assist school personnel in making more interesting and effective use of materials of instruction?

▪ the teacher improve his methods of teaching?

▪ to make the specialized personnel in the school system of maximum assistance to the teacher?

▪ to assist the teacher in making the best possible appraisal of the student?

▪ to stimulate the teacher to evaluate his own planning, work, and progress?

• to help the teacher achieve poise and a sense of security in his work and in the community?

• to stimulate the faculty groups to plan curriculum improvements and carry them out cooperatively, and to assume a major responsibility in coordinating this work and in improving teacher education in service. This can best be facilitated through a self-study or self-evaluation. Out of this can develop a scope and sequence in each subject area.

IV. Am I insuring each boy and girl, under my supervision, the best education that can be afforded by exposing them to the best teacher that can be employed?

Principals, we must face up to our responsibility. As much as I believe in tenure, and detest wholesale firing of teachers, I still believe that the major responsibility of making sure that a teacher is competent to train boys and girls lies with you. If a teacher is incompetent, he ought to be replaced.

You know, it takes an honest man to be teacher. The teaching profession is the only one that I know in which a person can keep his job doing practically nothing. In some of our colleges today, some professors are lecturing from notes much too old. In some public school classrooms, many teachers are doing more to kill their pupils' enthusiasm for learning than they are to excite their minds and arouse interest for learning, because they are just baby-sitting and watching the clock.

Assuring boys and girls of competent teachers doesn't only mean teachers with mastery of subject matter, but teachers with a philosophy that is up-to-date. Our classrooms need teachers who will teach Negro boys and girls, as well as others, that the sky is the limit. You know, when I was a boy, the ceiling was the Negro's limit — and it was a low ceiling.

Be sure that your teachers are telling them that it is beginning to be true that the sky is the limit.

Tell them that:

1. There are Negroes in the Georgia Legislature.

2. There was a Negro Ambassador to Finland and he was head of United States Information Office.

3. A Negro is Attorney General in Massachusetts, and he stands a good chance of becoming governor; and Thurgood Marshall is now a United States District Judge, and will represent the United States Government in the Supreme Court.

4. There will soon be some Negroes sitting down in that 6.5 million-dollar State House in Raleigh as senators and representatives — and they might as well be some of them.

5. White Southern colleges will be recruiting competent Negro professors as they are now recruiting Negro students.

Lest you think that I have suggested these questions because I feel that you are not doing a superb job, let me assure you that I know that each one is. You are doing a masterful job of which we can all be justly proud. I suggested these questions with one thing in mind. Good educators always want to become better. I know poor educators could not care less, so why bother them.

Because of the good jobs that you are doing, my heart goes out to you! Why, you ask? I can cite you many reasons why my heart goes out to you:

1. You are constantly organizing to insure that each child's needs are met.

2. You are always planning with your teachers to make the abstract concrete.

3. You constantly study to upgrade yourselves professionally in order to better lead.

4. You do have faith in teachers.

5. You treat each staff member as a person, thus helping each one with his special needs.

6. You trust teachers and students to do their best.

7. I know that you are helping your teachers to teach what children need to learn, rather than become teachers who hold to the status quo and refuse to be attuned to the present day; or teachers who teach innovations but not children. You know there are some folks out to sell materials and they will tell you that you can teach your baby physics — but we need to help teachers to be guided by our values to ascertain what should be taught.

8. I believe you, as supervisors, are protecting your children in time of an educational crisis, by helping teachers to evaluate the various innovations to see what use can be made of some of them achieving the objectives of the school, cooperatively developed.

9. You continue to aid the teacher in understanding children better, and in making the best possible appraisal of each student.

10. You stimulate the teacher to evaluate his own planning, work, and progress.

11. You help each teacher achieve poise and a sense of security in his work and in the community.

12. You continue to take a look at what research says about learning, evaluation, and other aspects of education.

(Continued on Page 44)

Principals and Supervisors Meet

Dr. Charles F. Carroll, State Superintendent of Public Schools was the keynote speaker at the General Session of the Annual Conference of principals and supervisors of the North Carolina Teachers Association which convened December 9-10, at A & T College. Speaking Friday, Dr. Carroll said: "We are in the throes of a CHANGE. Yesterday's adequacy could be this year's mediocrity and the future's tragedy. We have talked about innovation. We have given psychological endorsement for the changes upon us. We have in the past adopted resolutions, wanting the Federal Government to pass regulations."

He pointed out that the changes of today demand year 'round employment of Administrators, as there is a twelve month job to be done. "It is your job and mine to see that your children succeed in schools, and that the school succeeds with the children. It is imperative that we conduct a mental check-up to see if we measure up as head teachers," he suggested.

Comparing the European education system with the American system, Dr. Carroll observed that no high school in Europe has more than 800 students. He stated that European educators gave as a reason for the maximum enrollment, the fact that it is not likely that a principal would know the educational status of the individual pupil past a total number of 800.

Further challenging the supervisors and principals, Dr. Carroll posed some questions, and made statements as follows: "Do you know the status of each pupil?" How good a school do you have? If I were going into your schools I would want to see certain components of which you are familiar in the teaching and learning processes. I would ask to see your written philosophy of education, a written set of purposes, a written list of your goals for your standards. I would like for you to describe the variety of techniques employed in school. I would want to know the structure, employment of personnel, evidences of leadership, and means of evaluation.

Dr. Carroll warned that educators will be on the spot to show that good use will be made of the money for which we have clamored through the years.

The Annual banquet was held Thursday evening. The speaker on this occasion was William T. Smith, Jr., assistant Superintendent, St. Louis City Schools, St. Louis, Missouri.

A CONDENSATION OF THE BANQUET MESSAGE

By William T. Smith, Jr.

In a challenging message Mr. Smith pointed out that our youth must receive the kind of education that will prepare them for their role in a world of transition. "Our youth are in need of a more adequate education for survival in tomorrow's world," he stated. If an adequate education is indispensable for survival in tomorrow's world, the school must prepare all pupils in the new generation for the new tasks which will confront them in a drastically changing world. Therefore, the school must be viewed as the central agency through which these goals can be achieved. Consequently there must be an increasing concern on the part of the school with the problem of providing the maximum educational stimulation, motivation and quality education for all children. Inasmuch as the education of our youth is man's greatest challenge today, we must be ever cognizant of the forces within the classroom which affect the climate for learning. In the implementation of any innovation, the atmosphere of the classroom, in which learning occurs, is of the utmost importance," he declared. We must be greatly concerned with the education of all pupils, those pupils who are referred to as educationally disadvantaged as well as those pupils who are educationally advantaged.

Mr. Smith further stated that teachers are the key persons in the preparation of an appropriate climate for learning in the classroom. "The importance of good teachers cannot be over emphasized in the educative process. Good teachers will be able to communicate with their pupils and in turn will permit their pupils to communicate with them. They will make no attempt to categorize their pupils from the results of intelligence tests that were constructed by middle-class teachers according to middle-class standards. They will be concerned only with

the achievement level of their pupils and their potential."

The speaker noted that intelligence tests are often administered to pupils in order to determine their potential. "We must accept the frame of reference that intelligence tests are a predictor of Social Class and not intelligence. Educators are agreed that it is possible to raise I. Q. below 100, ten or more points, especially in children who are educationally disadvantaged. Otto Klineberg in the 1930's established the fact that intelligence test scores of pupils from depressed areas can be increased. Many educators have verified his findings. We have come to recognize that it is no longer sufficient to rely on traditional type I. Q. tests as measures of innate intelligence, learning ability or creativity. Much evidence suggests that these tests are the product of middle class attitudes and values, and that many children who take such tests are wholly unfamiliar with both the materials of paper and pencil and the language patterns used. The consensus is that a great deal of exposure to language is presupposed in all intelligence tests. Surveys show that verbal fluency is strongly related to scores obtained on intelligence tests. We are beginning to suspect that if some youngsters who do poorly on intelligence tests were to function in their familiar environment, we might see these performances improve."

Mr. Smith further stated that intelligence tests "favor the superficially brilliant pupil. They penalize the student who has depth, subtlety, and critical acumen. They do not measure the intelligence of the cautious, discriminating, deliberate pupil or the pupil who has creative ability or who is a critical thinker. We are slowly coming to appreciate the fact that the real damage of intelligence tests is their subtle influence upon the mind of the teacher. Teachers often unconsciously, expect the level of performance from children that their intelligence tests indicate. With the weaknesses and inadequacies of these tests, this really doesn't give some children half a chance to succeed. Paradoxically, the teacher may be the greatest impediment to the successful learning experience of children. Far better than testing children's intelligence and then using the scores to anticipate their performance, the sensitive teacher will pay scant heed to such tests, if she gives them at all. Instead, she will assume the highest potential for each child and will seek to individualize her instruction to elicit it."

"Therefore, the key figures in the entire educational process appears to be the teacher. Good teachers can work miracles with children from any background. Poor or uninterested teachers never seem to succeed even with children with

good backgrounds. What seemed to be educational inability was simply experiential unfamiliarity, long educational disadvantage, and cultural difference.

"In order to assist teachers in performing their major role as key persons in the educative process, there are many plans of organization, curricular adjustments, curricular modifications, innovations et cetera, that administrators can and must make in order to improve the instructional program. Both teachers and parents must be prepared for the implementation of new or different procedures before they are inaugurated, if any degree of success is to be achieved. It should always be remembered that any change from the status quo will encounter opposition on the part of some parents and some teachers. All procedural changes or innovations should be implemented in the interest and welfare of pupils for the improvement of instruction which will result in a higher level of pupil achievement.

In many communities there is a need for a reorganization of the public school pattern. In other communities a modification of existing curricular offerings and innovations will suffice for an improved instructional program.

"There have been many curricular modifications and innovations in Public School Systems that have improved the instructional program. Some of these modifications and innovations are the Upgraded Primary, Primary Schools, Rooms of Twenty, Reading Clinics, Remedial Reading Teachers, Special Teachers in Art, Physical Education, Industrial Arts, Speech Correction, Classes for Gifted Pupils in Elementary Schools, Special School for the Physically Handicapped, Special School for the Deaf and Hard of Hearing, Special School for the Partially Sighted, Special Schools for Mentally Retarded and Mentally Deficient, Summer Schools for Credit for Secondary School Pupils, Summer School without Credit for Secondary School Pupils Who Are Above Average Achievers, Elementary Summer School for Educationally Retarded Pupils without Credit, Track System in the High Schools, Kindergartens, Pre-Kindergartens, Counseling at the Primary Level, Counseling at the 7th and 8th Grade Level, Counseling at the Secondary School Level, Study-Learning Resources Centers, Educational Radio and Television, etc."

Mr. Smith discussed some innovations that have been successfully employed in school systems in an endeavor to improve the instructional program, as follows:

First and foremost there is the "Ungraded Primary." In this pattern of organization, pupils move from the Kindergarten into an Ungraded Primary rather than a graded primary. In the Ungraded Primary, the basic skills of reading,

spelling, language, and arithmetic are taught in a series of carefully planned steps or levels. Each level consists of related skills which extend the learnings of the preceding level and build readiness for the skills of the next step or level. Since children learn at different rates, they progress from level to level at different rates. Pupils do not fail in the Ungraded Primary. Pupils do not repeat a given level. They progress from level to level at their own rate. There is no fixed time schedule. The objective is the mastery of essentials, one step at a time, with good teaching, correct materials, and enough time at each step to insure learning. Children are grouped, and periodically regrouped, according to achievement, so that whatever a child's learning pattern may be, his school program will always be geared to his individual and immediate needs.

Although building skills is certainly the most important function of the Ungraded Primary, the curriculum includes social studies, music, science, art, and physical education. Experiences in these subjects help children widen their backgrounds, develop important study habits, and apply, with increasing facility, the fundamental skills they are learning in the levels program.

Good teaching, in any plan of organization, requires that children be taught at the levels where they are able to achieve. The Ungraded Primary puts this theory into practice. Letter names are used to designate each level instead of the numbers used in a graded system. There are many levels of learning in the Ungraded Primary. The skills at each level are well defined and tests for measuring mastery are given at each level.

Before a pupil may progress to the next higher level, mastery of the skills at his present level must be achieved. This requirement insures periodic assessment of the pupil's achievement. A careful record of the pupil's progress is made at each level on an individual "levels" sheet. This sheet should follow the pupil through the Ungraded Primary.

Closely associated with the "Ungraded Primary" is the Primary School. Primary schools are small school buildings designed to house pupils from kindergarten through the third grade in a given school district. They are operated as a separate and distinct administrative unit. All of the facilities needed for primary children are incorporated in the architectural design. There is a decided advantage to have as administrators of these Primary Schools, experienced, successful primary teachers dedicated to the profession and concerned with quality education.

Pupils are transferred from the Primary School to the regular elementary school to com-

plete grades four through six or four through eight. The Primary Schools have a homelike atmosphere and facilities are scaled to the needs of primary children. Beautiful lights and picture windows assure conservation of sight. The rooms are designed with enough space for many activities, such as easels for creative expression in art, space for creative expression in language, a library corner, etc. The absence of older pupils in a Primary School prevents these young pupils from mimicking unacceptable and antisocial practices of some early adolescent pupils. These primary schools provide an excellent opportunity for the establishment of socially acceptable characteristics which will prove to be a definite asset to future success in school and to life in the community.

Another desirable outcome of the Primary Schools is improved school-home relations. Under teacher supervision, pupils plan programs and invite their parents to see the culminating activities. Parent involvement is indispensable in the education of our youth. Primary Schools afford an opportunity for parents to meet teachers in a pleasant atmosphere, not one of hostility, and to learn more about school activities and purposes. This establishes a two-way channel of communication which is indispensable to the success of any school. With the entire school organized at the primary level, the faculty is able to meet on common ground. They are able to study the curriculum in unison, discuss current findings in child behavior, to exchange ideas and innovations, and to evaluate their results. With the functional unity of philosophy and practice, the child is assured a greater continuity of progress when the entire faculty is wholly concerned with the improvement of instruction at the primary level. If the primary years of the elementary school represent the most vital stage in the intellectual growth and development of an individual, it necessarily follows that a child's academic success in future years will be determined by the degree of academic success he achieves in his primary school years.

Proficiency in reading is the key to academic success. There are many children in the middle and upper grades who have not mastered the basic reading skills. Reading Clinics which provide both diagnostic and remedial service for the severely retarded readers have proven to be invaluable in assisting the retarded reader to make a satisfactory adjustment to the school program. Clinical diagnosis by the Reading Clinics includes a mental performance test, visual screening, audiometer tests, spelling test, an analysis of word perception skills, and, when necessary, diagnosis of emotional difficulties. Most pupils are given individual instruction when

they first enter the clinic, but may work in very small groups after they become independent in word perception skills. Pupils are usually held for clinic instruction until they can perform independently with books in classrooms in their home schools. The Reading Clinics also serve as in-service training centers for tenure teachers. Tenure teachers may be assigned to the clinics for one school year. During this year they are trained in diagnostic and remedial techniques and in the following year, they may be reassigned to their former schools.

In many schools where there is a need, a remedial reading teacher is assigned to assist in the instruction of retarded readers. Usually this remedial reading teacher is a tenure teacher who has had in-service training in the Reading Clinic. This teacher does not have a regular classroom assignment. She is classified as a supernumerary teacher. Pupils who are retarded in reading but not severely retarded, are taught by this teacher at certain periods of the day or week. This is a needed service because of the limited number of pupils that can be accommodated in Reading Clinics.

The Rooms-of-Twenty Program is an innovation designed to raise the achievement level of pupils who cannot read well enough to enter the fourth grade. There are many pupils in a public school system for whom even the flexibility of an ungraded primary system is not enough. They are the average, unready pupil who are clearly misplaced socially and chronologically when assigned at their achievement levels. The Rooms-of-Twenty are designed to help these pupils who have been unable to master the basic skills they will need in order to use the textbooks profitably in the middle and upper grades. These children might be able to succeed. If we could stop the clock, but they literally outgrow the ungraded primary, become too old to remain with the young and immature groups of the primary levels and are, therefore, unmotivated and unimpressed by the materials and techniques of the ungraded primary school. These Rooms-of-Twenty provide small group instruction in the basic language arts and number skills that pupils need in order to achieve success at the fourth grade level. Concentrated work on basic reading skills begins immediately, with books and other materials geared to each child's level of achievement and ability. Very soon, a change in both attitude and achievement takes place. Teachers are usually selected from those who have had in-service training in the Reading Clinics. Achievement tests given at the end of the school year show that most of the children are ready for the fourth grade. Additional results not measured by achievement tests have been observed. It has been

observed that pupil attitude toward school has been changed. Pupils have been found to be more relaxed, outgoing, and confident after having been assigned to the Rooms-of-Twenty for a semester or an academic year.

Another innovation that appears to be helpful is the taking of pictures in the neighborhood to help in language study. It has been observed that photographs of neighborhood streets, buildings, and activities, that kindergarten and primary pupils see every day, can be used to a distinct advantage, to help them learn both spoken and written language. From these pictures, the children will be able to develop language ability and verbal fluency by using objects and scenes that they can relate to their everyday lives. Such pictures are not usually available in standard teaching materials.

Another outstanding practice worthy of commendation is the publishing of a monthly paper by the School System. This official publication is sent to the home of every pupil enrolled in the school system. This publication relates things of interest to parents that have occurred in the system during the past month. In addition to a city wide publication, all high schools and as many junior high schools and elementary schools as possible should publish a local issue of their own paper for their students and parents.

The most recent innovation in the St. Louis Public School System is a new textbook entitled "We Elect" that is to be introduced in all eighth grade classes during the second semester of this school year. This textbook was written by St. Louis teachers and published by the Board of Education with a \$50,000.00 grant from the Danforth Foundation. This course is referred to as practical politics. It is designed to make city government and politics real to the students by showing how elections are run and how the city government works. Dr. William Kottmeyer, our Superintendent of Instruction, has stated that as far as he knows, this is the only course of its kind in any city in the United States. The purpose of the book is explained in an introductory letter to teachers from Dr. William Kottmeyer. The letter states, in part:

"There has long been general concern about the apparent apathy of many of our American citizens toward governmental and political affairs. Politics has become a dirty word in some quarters, and cynicism and contempt about aspects of our democratic processes now prevail . . ." He concludes his remarks by stating that: "The purpose of this rather startling and unusual textbook is to tell the story of the democratic process in the City of St. Louis as realis-

tically and vividly as possible to the children who will control that precious process in another generation."

The type of textbook used in this course is worthy of emulation. Because of this fact, I have brought with me a copy of our textbook which I shall give to your chairman. I sincerely trust that many of you will have an opportunity to page through it. Copies of this textbook cannot be purchased. This textbook illustrates very vividly that persons responsible for all branches of our city government are representatives of people of diverse racial and ethnic backgrounds. This fact alone, tends to raise the aspirations, hopes, ambitions and horizons for all of the children of all of the people regardless of their racial or ethnic background. As an illustration, on page 196 there is a picture of a Staff meeting of the assistant superintendents of the St. Louis Public School System. This type of textbook is highly recommended for use in all Public School System.

Another area of service that I think is of great importance is that of guidance and counseling at the primary level. In order to bring about a satisfactory adjustment between pupils and the school, there is need for counselors to help children develop into emotionally stable and socially well-adjusted students. This should be accomplished at the primary level. If children who show evidence of maladjustment can be helped in the early grades, their problems can be overcome more readily or minimized later in life. Basic patterns of school behavior, affinity or distaste, for educational achievement are established in the early grades. Thus, academic achievement or the lack of it in the primary grades is crucial to the separation of pupils into achievers and non-achievers, into college goers and non-college goers, into high school stay-ins and drop-outs. It is well to inaugurate this service during the formative years of a child's life. The consensus is that the kindergarten-primary level is an ideal place to begin this counseling service. Pilot programs in this area have been very successful. This type of services establishes in these young pupils a feeling of security. As a result, these children learn very early in their school career that they are wanted, acceptable and understood. This experience tends to prevent the formation of a feeling of hostility and frustration on the part of these children toward school. It appears to broaden their horizons and reduces to a minimum behavior and attendance problems. It provides for them a positive self-image. It inflates their ego. It is believed that as a result of this guidance program, more pupils will become good academic achievers rather than potential drop-outs and school delinquents.

It is thought that such a program will enable children to develop to their full potential rather than to tender their resignation to school life during their early adolescent years or to wait patiently for their retirement age of 16.

In conclusion, Mr. Smith said, may I urge you to always keep in clear focus the fact that today's youth will be our citizens in tomorrow's world. May I emphasize the fact that our job, as educators, is to provide for our youth the best possible education for their survival in tomorrow's world. By so-doing, our youth, in tomorrow's world, will be able to share the blessings of our affluent American democratic society."

Other meetings were conducted by the Department of Elementary School Principals of NEA: National Association of Secondary School Principals; Department of Principals, Department of Supervisors, Elementary Principals Sections, Department of Secondary School Principals and the Department of Junior High Principals.

APPRAISING SCHOOL SUPERVISION

(Continued from Page 39)

13. My heart goes out to you because you continue to cooperatively evaluate teachers, pupils, and yourselves to insure growth.

14. You know what teaching is, and most folk don't. Teaching is directing learners in activities which have meaning and purpose for them.

Instructing in pouring in
teaching is drawing out

15. My heart goes out to you because you are down to earth with your feet on the ground. You know some people can't stand to hold a status position. They get all puffed up about nothing.

16. Finally, my heart goes out to you because each of you is "on top of your job," rather than the "job on top of you."

In closing, I have one last piece of advice to give you. Don't measure your worth by your salary. We live in a society that pays Willie Mays more for one (1) year's work than many of you can make in ten (10) years, or more in four (4) than you can make in forty (40). It's disgusting. But I admonish you not to get a guilt complex. What you do in your school will outlive what Willie Mays does, even if he goes to the Hall of Fame.

Each of you should stand tall, shoulders erect, and say it aloud — "Im glad to be an educator."

Africa – The Dark Continent

A Resource Unit on Africa
EAST POLKTON SCHOOL
1964-65

Committee

Miss A. R. Fearrington
Mrs. M. H. Sinclair
Miss M. M. McRae
Mrs. C. M. Jackson
Mrs. A. L. Fairley, Co-Chairman
Mrs. A. S. Patton, Co-Chairman

THE RESOURCE UNIT DEFINED

Within the last quarter of a century, a multitude of designations have been employed in identifying the various kinds of units. Therefore, for clarification, we define the resource units as follows:¹

A resource unit is a comprehensive analysis and organization of the objectives, problems, activities, and materials which form a unit in a sequence of plans for achieving the purposes of education. It is made by teachers and is a form of pre-planning designed to guide them in their selection of instructional problems and materials. Out of resource units an actual teaching unit may be built. A resource unit may be made by one teacher or by a group of teachers.

In a broad sense, the resource unit, then, is a record of exploration made by a teacher or teachers of the needs of students within some broad area of living, of ways in which it is believed these needs might be met, and of ways for determining whether or not they have been met.

1. J. Paul Leonard, *Developing the Secondary School Curriculum*, rev. ed. (New York: Rinehart & Company, Inc., 1953), p477.

UNIT OUTLINE

- I. Introduction
- II. Unit Objectives
 - A. Understanding and Generalizations
 - B. Appreciations and Attitudes
 - C. Skills and Abilities
- III. Outline of Content
- IV. Suggested Activities
 - A. Initiatory Activities
 - B. Developmental Activities
 - C. Culminating Activities
- V. Evaluation
- VI. Bibliography

I. Introduction

In the twentieth century, Africa, which has long been called the "dark" continent, has taken on a new significance. Its increasingly important role in international

affairs is evident with world attention focused upon it daily. The map of Africa is rapidly changing with new nations and new names appearing every year. African nations now form the largest group from any one world area within the United Nations. Students, even those on the primary grades level, are becoming increasingly aware of the changes taking place in Africa, and they are eager to learn more about this land and its people.

This unit is designed to acquaint the pupils with Africa — its past, its present problems, and its possibilities for the future. It will include the geography of Africa, its history, its people, its problems, and its position in world affairs; and it will provide understandings, attitudes, appreciations, skills and abilities essential to appraising African affairs today and understanding its possibilities for the future.

The structure of the unit is intended to be flexible in order that the teacher can reorganize, delete, and/or add to the materials as necessary to meet the varied interests of her pupils. Though the unit is designed to be used in the middle grades, it could very well be used on the junior high level and if the teacher uses her ingenuity, even on the primary grades level.

With the resource unit, as with any other unit, the ultimate success of the unit may very well depend upon the introduction of the unit to the class. Therefore, it is of utmost importance that the teacher plan carefully and utilize all techniques available for capturing the interest of her pupils and motivating them in the beginning in order to realize the objectives of the unit. The following introductory experiences may prove useful in getting the unit off to a good start:

1. To stimulate interest in the subject and a desire to explore, the teacher might strive to create an African atmosphere in the classroom. This may be achieved by (1) displaying pictures of African natives, animals, scenery, etc., in a corner of the classroom; (2) by building a classroom library on Africa with books, records, art works, and travel folders; (3) by preparing a bulletin board on an African theme which will capture the imagination of pupils; and (4) by setting up an exhibit of African jewelry, pottery, products, etc.

2. Make a collection of resource audio-visual aids in order that they are available when needed. The catalog of free materials lists pamphlets, charts, posters, filmstrips, and short motion pictures on Africa. These should be ordered beforehand in order to be used to best advantage.

3. Local librarians might be consulted for useful books on the subject for both teacher and pupil use.

4. Hold a discussion of the changes and happenings that are taking place in the world today, focusing special attention upon Africa.

5. Have pupils collect pictures and clippings about Africa and prepare a bulletin board using these pictures and clippings.

6. Read an interesting story to the class about Africa.

7. Show a filmstrip, transparencies, or a motion picture about Africa.

8. Let pupils ask questions on what they would like to find out about Africa. Make a chart of the questions for reference, and to serve as a check list for evaluation at the end of the unit.

9. Read textbooks and other references about such topics as the natural wealth, animal life, plant life, and the life of the people.

10. Use globes and maps to help locate Africa, to appraise its size, and to locate major countries on the continent. Special maps may be used to great advantage. For example, a climate map of the continent may be helpful in studying the weather conditions of Africa, as well as seasonal changes and their effects on Africa.

These are but a few of the introductory experiences that might be used to launch the unit. The imaginative teacher will devise others that will trigger the interest and desire for exploration of her pupils. This is of paramount importance as the effectiveness of the unit will depend greatly upon the interest and vigor with which the pupils approach the subject.

II. Unit Objectives

A. Understandings and Generalizations

1. The location and geography of Africa has influenced the life of its people.
2. The history of Africa.
3. Africa's contribution to the world.
4. A continent can be divided into regions in various ways — topographically, culturally, or according to climate types.
5. Education is an important factor in the development of a nation.
6. The standard of living frequently varies with different cultural groups.
7. Some of the ancient African civilizations had advanced cultures.
8. The people of Africa differ in their customs, languages, physical features, and way of life.
9. Africa is a land rich in natural resources.
10. A large variety of animals inhabit Africa.
11. How do Africans live?
12. The welfare and progress of a nation depend to a great extent upon the health of its citizens and upon its sanitation conditions.
13. The countries of Africa have many serious problems in common — education, transportation, foreign capital for industrialization, development of natural wealth, concentration of wealth in certain areas, instability in government.
14. Peoples frequently resent control and exploitation and, as a result, attempt to achieve independence by revolution.
15. People throughout the world differ in their customs, physical features, and beliefs.
16. Why has Africa been called the "dark continent"?
17. When did the world "discover" Africa?
18. Climate and natural resources influence the life of people in different areas of the world.
19. Modern technology has helped to bring the people of the world closer together.
20. Africa's chief problems are under-development of its land, education, disease, government, and the race problem.
21. How does the continent of Africa compare with our own continent?
22. How does life in Africa resemble and differ

from life in other areas of the world?

23. There are marked differences among the people of Africa in their appearance, the way they live, and their customs.
24. African customs and traditions.
25. The place of Africa in the United Nations.
26. The people of Africa are claiming their special place in a modern world.
27. Satisfaction of basic needs among the Africans depends upon the area in which they live.
28. The role of the United Nations in aiding Africa in the solution of its problems.

B. Appreciations and Attitudes

1. Tolerance for people whose manners, dress, customs, physical features, ideas, and ideals are different from our own.
2. Interest in the problems of those who are foreign to us.
3. Appreciation of the contributions of different people to our own civilization.
4. Appreciation of differences among people of different cultures.
5. Appreciation of African music, songs, art, and rituals.

C. Skills and Abilities

1. Increased skill in reading both for information and for pleasure.
2. Improved ability to construct and interpret maps, charts, and cartoons.
3. Increased skill in utilizing the resources of the library.
4. Experience in use of democratic processes in group work.
5. Experience in gathering data from many different sources.
6. Skill in carrying on and leading a discussion.
7. Improved ability to present material in written and oral form.
8. Improved ability to note and outline significant material.
9. Increased interest and skill in using current information from newspapers, periodicals, pamphlets, radio, and television.

III. Outline of Content

A. A look at the continent of Africa

1. Why should we be interested in Africa?
 - a. Are there American investments in Africa?
 - b. Does Africa play a significant role in international affairs?
 - c. Does modern technology bring nations into closer contact with one another?
2. How are America and Africa similar? (shape, river systems)
3. How are America and Africa different?
 - a. Which continent has the larger population?
 - b. How do people of the continents differ?

B. The geography of Africa

1. Where is Africa located?
2. What is the size of the continent?
3. What are significant surface features?
 - a. Mountains and highlands
 - b. Natural regions
 - c. Rivers and lakes
 - d. Deserts
4. What is the climate of Africa?
5. How does the continent rate in reference to natural wealth?
 - a. Plant life
 - b. Animal life
 - c. Mineral wealth

6. What are the leading industries?
- C. The people of Africa
 1. How do the various people living in Africa differ?
 - a. Semites and Hamites
 - b. Sudanese and Bantus
 - c. Europeans
 - d. Arabs
 - e. Berbers
 - f. Tauregs
 - g. Nilotes
 2. What is life among the people of Africa like?
 - a. What type of clothing is used?
 - b. What are their homes like?
 - c. How do their foods differ from ours?
 - d. How does family life differ from ours?
 - e. What are their forms of recreation?
 - f. How do Africans make a living?
 - g. What are the different languages used in Africa?
 - h. What religions are practiced in Africa?
 - i. What are African children like, and how are they reared?
 - j. What type of school are there in Africa?
 - k. What is the status of their medical services?
 - l. What are their means of transportation?

D. Africa Yesterday

1. Who were the first inhabitants?
2. How was Africa discovered?
3. What were the early civilizations in Africa?
 - a. The land of Ethiopia
 - b. The Empire of Ghana
 - c. The kingdom of Melle
 - d. The kingdom of Songhay
 - e. Timbuktu and Jenne
 - f. African gifts to civilization
4. Who were some of the early explorers of the continent, and what did they discover about Africa?
 - a. Vasco da Gama
 - b. Mungo Park
 - c. David Livingstone
 - d. Henry Stanley

E. Africa Today

1. What are the people of Africa like today?
2. How do the different people in Africa today support themselves?
3. What is the educational situation in Africa?
4. What are the major products of Africa? In which sections is each produced?
5. What are the countries of Africa today?
6. In what ways are the countries similar, and how do they differ?
7. What progress has been made in Africa in the areas of medical services, transportation, communication, and self-government?
8. What are some of the major problems facing African nations today?
9. What is the role of Africa in international matters?

F. Africa Tomorrow

1. What are the prospects for Africa's future?
2. What are the obstacles to complete freedom and independence?

IV. Suggested Activities

A. Initiatory Activities

1. Secure pictures of
 - a. African scenery
 - b. African people
 - c. Industries in Africa
2. Secure the following types of maps:
 - a. Political
 - b. Population

c. Topographical

d. Climate

e. Vegetation

3. Secure for classroom use books pertaining to Africa.
4. Secure magazines with pictures and articles about Africa.
5. Prepare a bulletin board display centered around Africa.
6. Administer a pretest to determine the level of understanding the class has on Africa and its government, and to see what misconceptions the pupils may have.
7. Survey the material in the textbooks and other references with the class to give them a working background of knowledge on the subject before deeper study is initiated.
- B. Developmental Activities
 1. Have each student make a list of four or five topics he would most like to work on, and use these to work out a list of suggestions for other activities.
 2. Have students select individual and group activities to investigate as they study about the different sections and other concerns of Africa.
 3. Have students collect newspaper clippings on the activities of Africa.
 4. Discuss functions, duties, and powers of African governments.
 5. In informal discussions, have students compare America and Africa.
 6. Provide activities requiring wide reading for both information and pleasure.
 7. Show and discuss filmstrips and films pertaining to Africa.
 8. Organize group work to aid in the visualization of instruction.
 - a. Models
 - b. Salt and flour relief maps showing topography of the continent of Africa
 - c. Sand maps showing elevations or regions
 - d. Frieze depicting some aspect of African life or history
 - e. Large paper mache map of Africa
 - f. Mural showing the scenery and activities of Africa
 9. Organize individual construction and art activities.
 - a. Charts and graphs
 - b. Outline maps
 - c. Colored sketches of plants grown by Africans
 - d. Drawings
 - e. Posters
 - f. Construct dolls and dress in African costumes.
 10. Prepare and present dramatizations and plays concerning different aspects of life in Africa — problems and progress.
 11. Have students write original poems and speeches about Africa.
 12. Prepare an exhibit of useful articles imported from Africa.
 13. Prepare an exhibit of different materials about life in Africa.
 14. Learn African dances, games, and songs.
 15. Make a "motion picture" show on Africa.
 16. Invite African students or other resource persons to speak to the class on problems or matters of interest to the class.
 17. Hold demonstrations and dramatizations of the ways, dress, and customs of Africa.

18. Make a trip to a museum to view African cultural items.
19. Prepare written reports and theme papers on topics of interest.
20. Make oral and written book reports.
21. Organize and present panel discussions and debates.
22. Secure for listening recordings of African music.
23. Make reports on African art, literature, and science achievements.
24. Have the class listen to news broadcasts dealing with controversies of Africa and follow up with class discussion.
25. Prepare an outline of topics of interest on Africa.
26. Make a bibliography of available materials about Africa.
27. Hold a discussion of problems affecting African youth.

C. Culminating Activities

1. Hold summarizing sessions in the classroom.
2. Prepare a quiz program with students providing questions and answers.
3. Present an assembly program pertaining to Africa.
4. Display scrapbooks pertaining to Africa.

V. Evaluation

1. Give the class a unit test.
2. Plan an original play centered around what students have learned about Africa.
3. Hold an informal discussion during which students will evaluate the unit pointing out weaknesses and improvements that might have been made.
4. Display materials made and invite other classes and parents to come.
5. Have students write and present a radio quiz program on Africa.
6. Have students evaluate their own participation in the unit. This evaluation should include change of personal concepts, change of values in general, and change of attitudes which have occurred during the unit.
7. Have students keep an "idea book" or notebook during the unit in which to write opinions during discussions, good ideas by other classmates, their own viewpoints, and general impressions which have occurred during the unit. The notebooks could be read by the teacher thereby reflecting ideas, new concepts, and resources for further study.
8. In testing pupils at the end of the unit, use multiple-choice items which will cause students to choose the most desirable response from among alternatives, essay questions to stimulate thought and organization or thinking, as well as a section on facts and data which will measure the student's grasp of technical knowledge of the subject.
9. Have students fill in check-lists which reveal attitudes, concepts, and critical thinking.

VI. Bibliography

- Akeley, Carl Ethan and Akeley, M. L. *Adventures in African Jungle*. Dodd, 1930.
- Akeley, Mary L. *Rumble of a Distant Drum*. Dodd, 1946.
- Best, Herbert. *Garram, the Hunter*. Doubleday, 1930.

- Bleeker, Sonia. *Masia, Herders of East Africa*. New York: Morrow, 1963.
- Brodrick, Alan Houghton. *North Africa*. Oxford, 1943.
- Buchan, John, Baron Tweedsmuir. *Prester John*. Nelson, 1940.
- Busoni, Rafaello. *Stanley's Africa*, Viking, 1944.
- Davis, Robert. *Pepperfoot of Thursday Market*. Holiday, 1941.
- Gatti, Ellen. *The New Africa*. New York: Scribner, 1960.
- Gatti, Ellen, Morgan, Raddill and Gatti, Attilio. *Here Is Africa*. Scribner, 1943.
- Gere, Frances Kent. *Once Upon a Time in Egypt*. Longmans, 1937.
- Gunther, John. *Meet the Congo and Its Neighbors*. New York: Harper, 1959.
- Hailey, Malcolm. *African Survey*. Oxford, 1939.
- Hoffman, Eleanor. *Mischief in Fez*. Holiday, 1943.
- Hughes, Langston. *First Book of Africa*. New York: Watts, 1960.
- Johnson, Martin. *A Story of the African Wilderness*. 1928.
- Kenworthy, Leonard. *Profile of Kenya*. New York: Harper, 1963.
- Marais, Josef. *Koos, the Hottentot*. Knopf, 1945.
- McDonnell, Philip. *First Book of the Congo*. New York: Watts, 1960.
- Meadowcroft, Enid La Monte. *Gift of the River*. Cromwell, 1937.
- Paton, Alan. *Land and People of South Africa*. New York: Lippincott, 1964.
- Phillips, Ted. *Getting to Know Saudi Arabia*. New York: Coward, 1963.
- Schloat, Warren. *Kwaku, a Boy of Ghana*. New York: Knopf, 1962.
- Singer, Caroline and Baldrige, C. Le R. *Boomba Lives in Africa*. Holiday, 1935.
- Stevens, Alden Gifford. *Lion Boy, A Story of East Africa*. Stokes, 1938.
- Stinetorf, Louise A. *Children of North Africa*. Lippincott, 1943.
- Waldeck, Theodore J. *On Safari*. Viking, 1940.
- Wells, Carveth. *Introducing Africa*. Putnam, 1944.
- Wilbur, Susan Warren. *Egypt and the Suez Canal*. Wheeler, 1940.

INCOME TAX SERVICE FOR TEACHERS

Have your income tax returns prepared by a trained tax consultant. Mail me your income tax information and I'll prepare your returns and mail them back to you within ten days.

Eighteen years experience in income tax service.

Rates:

Individual State Forms	\$ 3.00
Individual Federal Forms	\$ 5.00
Small Businesses (1-2 employees)	\$30.00

Please remit payment with request. Only money orders accepted in payment.

John Malloy
Route 7 Box 333A
Burlington, N. C. 27217

NEA TRAVEL

Francis Bacon wrote: "Travel, in the younger sort, is a part of education; in the elder, a part of experience."

The 1966 "Windows of the World" tours, sponsored jointly by the National Education Association and state and local affiliated associations, promise a great deal of education and experience — plus fun and relaxation. This non-profit service, while available to any educator, offers special low group air fares to NEA members, according to Paul Kinsel, director of the NEA Division of Educational Travel.

You can go 'round the world in 27 days touching Hawaii, Japan, Hong Kong, Thailand, Egypt, and Greece for less than \$2,000. Almost two dozen Euro-

pean tours are offered for under \$1,500 including three that offer college credits. For the more adventurous there is an under-\$2,000 tour of the Soviet Union and major cities of Eastern Europe including Budapest, Prague, Moscow, and Warsaw as well as Copenhagen.

Trips to Pacifica, the Mediterranean, Africa, and Latin countries are included in the tours, most of which are scheduled for June and July of 1966.

The wonders of our own country are also available with tours by bus, rail, ship and air to such areas as New England, the Pacific Northwest, Hawaii, and Alaska, Kinsel points out.

The price of the round-trip ticket for any of these tours includes hotels, sightseeing, transportation, tips, the services of

a group leader, \$10,000 of accident and \$5,000 of baggage insurance, and in most cases many or all of the meals.

Anyone in the field of education, active or retired, is eligible to take the tours, and, if space is available, a friend or member of the immediate family may join the group. The low group-rate air fare that is applicable to NEA members may also be extended to members of the immediate family of the participating NEA member.

Applications are accepted in the order received and many of the tours are filling up fast. Detailed information about the tours is available from the Division of Educational Travel, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036.

Recordings Available

Teachers and librarians can now have their pick of over 700 recordings especially selected for classroom use. The recordings, available at special educational discount prices, are announced in a new Folkways/Scholastic Records catalog just published by Scholastic Magazines, Inc.

The recordings listed in the new catalog are selections from the Folkways collection of recorded instructional materials for preschool, elementary, secondary, college, and adult education. The Folkways library of audio aids for schools is one of the world's largest.

The 32-page catalog is arranged by curriculum areas and interest levels. Comprehensive listings include recordings for social studies, language arts, literature, science, music appreciation and instruction, and foreign languages. Each recording is precisely annotated.

Publication of the 1965-66 Folkways/Scholastic catalog is

the outgrowth of the new association of Scholastic Magazines, Inc., and Folkways Records. Folkways recordings are available for the first time this fall to schools, colleges, libraries, and institutions exclusively through Scholastic's distribution facilities. Moses Asch, founder and director of Folkways, and Scholastic editorial consultant, will continue to issue new recordings for classroom use to be made available through future catalogs.

The wide variety of recordings now available through the Folkways/Scholastic catalog includes authentic ethnic recordings of more than 600 different people from all seven continents; folk music from all regions of the United States and from all periods of American history; classical and modern languages; authentic sounds of animals, birds, the sea, and tropical rain forests; drama, speech, poetry, essays, interviews, and ballads; translations of world literature; a Shakespeare series; and recordings of Spanish, French, German, and

Russian literature, folk songs, and documentaries.

Many Folkways albums are on the recommended lists of the National Council of Teachers of English, Music Educators National Conference, New York City Board of Education, State of Virginia Board of Education, and the New York Library Association. The albums appearing on one or more of these lists are clearly marked in the current Folkways/Scholastic catalog.

Folkways/Scholastic Records are among the materials eligible for acquisition with funds from the National Defense Education Act, Elementary and Secondary Act, and Library Services Act.

Anti-poverty programs such as Project Head Start, Job Corps, and Neighborhood Youth Corps are already making wide use of these recordings.

A free copy of the Folkways/Scholastic catalog is available from Folkways/Scholastic Records, 906 Sylvan Ave., Englewood Cliffs, N. J. 07632.

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

"Your Partner In Progress, Your Friend In Need"

Last Dividend Mammoth 5%, Maximum Loan Rate 6%

Shares and Loans Insured By Cuna Mutual

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

SAVINGS PLAN APPLICATION

Please credit my savings account \$_____ on my signature. (1) \$100.00 for six \$17.26 payments, (2) \$150.00 for six \$26.00 payments (3) \$200.00 for six \$34.51 payments (4) \$300.00 for six \$51.77 payments. I understand that both my savings and the loan will be life insured at no extra cost, my savings will be frozen until all payments are completed, dividends will be paid and I must be a credit union member to participate.

Signature _____

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

About 8 of every 10 applicants are successful borrowers but we need more savers to serve more members. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett Street, Raleigh, N. C. 27601.

Teachers Record

OFFICIAL PUBLICATION NORTH CAROLINA TEACHERS ASSOCIATION

131/101
11942



CONVENTION ISSUE

Membership over 12,700

March, 1966

ORDER DIRECT

FROM
US
AND

SAVE TIME



*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.

Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Birchard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-FIVE YEARS OF SERVICE TO THE SCHOOL OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1966

North Carolina SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.



Come visit the enchanted islands.

From charming Nassau, to exciting Grand Bahama, and all points in between, the Bahama Islands offer a thoroughly delightful holiday! A magic land of palms and pink-powder beaches... crystal clear emerald seas... unhurried surreys... all your favourite land and water sports... shopping bargains... calypso night life with an authentic Bahamian flavour!

Only minutes by air, overnight by ship, from Florida. No passports required of U.S. citizens, but proof of citizenship recommended. See any travel agent.

Bahama  **Islands**

BAHAMAS MINISTRY OF TOURISM
Dept.NCTR,351 S.E. 2nd St., Miami, Fla. 33131
Please send your free Bahamas vacation folder to:

Name.....
Address.....
City..... State..... Zip.....

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. S. E. Duncan, President	Salisbury
Mr. M. M. Daniels, Vice President	Wilson
Dr. Nelson H. Harris, Treasurer	Raleigh
Mrs. Geneva J. Bowe, Recording Secretary	Murfreesboro

SPECIAL OFFICERS

Dr. Lafayette Parker	
Immediate Past President	Winston-Salem
Mrs. Margaret W. Wilson	
President, Association of Classroom Teachers	Kings Mountain
John H. Lucas	
State NEA Director	Durham
Mrs. Elizabeth D. Koontz	
President, NEA Department of Classroom Teachers	Salisbury

ELECTED MEMBERS

O. N. Freeman, 1966—Charlotte
J. H. Twitty, 1966—St. Pauls
King A. Williams, 1966—Winfall
S. O. Jones, 1967—Greensboro
Mrs. L. P. Burton, 1967—Asheville
Mrs. L. B. Daniel, 1967—Raleigh
T. V. Foster, Jr., 1968—Rocky Mount
W. O. T. Flemming, 1968—Salisbury
J. H. Wooten, 1968—Goldsboro

DISTRICT PRESIDENTS

Coastal Plain	A. C. Crowder, New Bern
East Piedmont	G. L. Foxwell, Raleigh
North Central	T. M. Ringer, Nashville
Northeastern	Francis H. Mebane, Farmville
Piedmont	J. C. Duncan, Yanceyville
Southeastern	Bruce Hargrove, Maxton
Southwestern	Ralph Davis, Canton
Western	L. A. Cook, Winston-Salem

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Margaret Wilson, Kings Mountain
A. Department of Elementary Teachers—Mrs. Ruby Manley, Ahoskie
1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
B. Department of Secondary Teachers—Robert W. Boley, New Bern
1. Section of English Teachers—C. C. Lipscombe, Raleigh
2. Section of Foreign Language Teachers—Mrs. Cynthia Smith, Durham
3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
4. Section of Mathematics and Science Teachers—Clarence Newsome, Ahoskie
C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
D. Department of Retired Teachers—(Unreported)
A. Department of Home Economics Teachers—Mrs. Bernice T. Graham, Babin
B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
C. Department of Industrial Education Teachers—B. H. Thornton, Durham
1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
E. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
1. Section of Driver Education—Isaac Barnett, Greensboro
F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
G. Department of Extension Education (with Vocational Agriculture)
H. Department of Librarians—Mrs. Arabella Bryant, New Bern
I. Department of Guidance—Mrs. Alice Solomon, Raleigh
J. Department of Bible Teachers—Mrs. E. Merritt Pratt, Durham
K. Department of Art Teachers—Mrs. Helen Daniel, Durham
L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville

General Calendar

THURSDAY, MARCH 31, 1966

9:45 A.M.—Exhibits Open, Memorial Auditorium
10:00 A.M.—Registration, Memorial Auditorium
12:00- 1:30 P.M.—Open Hearings, Memorial Auditorium
1:30- 4:00 P.M.—Lunch and Visitations
1:30- 3:30 P.M.—Department of Supervisors Meeting, Greenleaf Auditorium, Shaw University
4:00- 6:00 P.M.—Business Session, Memorial Auditorium
6:00- 7:15 P.M.—Dinner Hour
7:15- 8:00 P.M.—Concert, Memorial Auditorium
8:15 P.M.—First General Assembly, Memorial Auditorium, Speaker: Dr. William J. Trent, Jr., assistant personnel director, Time, Inc.

FRIDAY, APRIL 1, 1966

7:30 A.M.—Registration
7:45- 8:45 P.M.—Business Session, Memorial Auditorium
9:00 A.M.-6:00 P.M.—Sections, Departments, and Division Meetings
6:00- 7:30 P.M.—Classroom Teachers Banquet, Ligon High School Cafeteria, Speaker: Reverend Wyatt Tee Walker, president, Educational Heritage, Inc.
7:30- 8:00 P.M.—Concert, Memorial Auditorium
8:15 P.M.—Second General Assembly, Memorial Auditorium, Speaker: Attorney Jack Greenberg, director-counsel, NAACP Legal Defense and Educational Fund
10:30 P.M.—Social, Ligon High School Gymnasium

Division of School Administrators and Supervisors—F. J. Corbett, Rocky Point
A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
B. Department of Principals—S. B. T. Easterling, Ellerbe
1. Section of Elementary Principals—C. D. Marsh, Angier
2. Section of High School Principals—R. S. Cooper, Pantego
3. Section of Junior High School Principals—O. F. Hudson, High Point
4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
Division of Higher Education—L. H. Robinson, Greensboro
A. Department of Administration—(Unreported)
B. Department of Instruction—Charles A. Ray, Durham
C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro
Headquarters Staff
Mr. Elliott B. Palmer, Executive Secretary
Mr. Fred D. McNeill, Jr., Field Representative and Treasurer-Manager NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
Mr. W. R. Collins, Field Agent, Hammocks Corporation
Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations, and Research
Mrs. Della P. Perry, Bookkeeper
Miss Elaine Jeffreys, Assistant Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Miss Clementine McQuaig, Secretary to Executive Secretary—NCTA
Miss Tabitha Pettiford, Secretary-Stenographer
Mrs. Ludie Singletary, Secretary to the Field Representative
Mr. James Jones, Building Custodian

ELLIOTT B. PALMER
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. F. A. Jackson

* * *

THIS MONTH'S COVER

The symbol of the NEA President's theme for 1965-66. It had its origin in the symbol for the Project on Instruction (now the Center for the Study of Instruction). It represents the ancient Greek word for education with new directions for the future. The spherical triangle, serving as background in the symbol, represents the mutually supportive programs of local, state, and national education associations to advance education and to make teachers "Free to Teach."

Courtesy
—NEA Publications Division

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Seven Hundred Copies

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXVI

MARCH, 1966

NUMBER 2

CONTENTS

SPECIAL FEATURES

	Page
The President's Message	4
Convention Program	6
Notables Benefit Banquet Held	15
Camping at the S. B. Simmons Memorial FFA Camp	19
New Multi-Million Dollar Insurance Building to be Dedicated	21
Free Tickets for the Lost Colony	22
News from Teachers Association of Texas	23
American Negroes Have Been Another Nation	25
A Brief Review of Public School Programs	27
Letters to Editor	29
Miami Beach to Host NEA Convention	44

ARTICLES

The N. C. School Improvement Project	36
New Dimensions for Success	39
The Negro Heritage Library of N. C.	41

GENERAL

Constitution	12
Auditor's Report	18
Directory of Local Unit Presidents	31
1965-66 Salary Schedule	34
NEA News	45
Fiscal Policy	48

ADVERTISEMENTS

N. C. School Book Depository	Inside Front Cover
Bahamas	1
Livingstone College	5
Fayetteville State College	10
Southern Teachers Agency of Richmond	18
Wachovia Bank & Trust Company	21
Winston-Salem State College	24
Elizabeth City State College	26
George Peabody College for Teachers	29
NDEA Institute	30
D. C. Heath and Company	40
What Is The Negro Heritage Library?	42
Mechanics & Farmers Bank	50
Hampton House — Miami, Florida	51
Bennett College	51
Capital Printing Company	51
NCTA Credit Union	Inside Back Cover
Gulf Oil Sales	Outside Back Cover

The President's Message



Dr. S. E. Duncan

Greetings:

Glancing backward, we are made conscious of the many contributions which this Association has made to the educational progress of North Carolina. But, looking forward, we know that the future is contingent upon the decisions which must materialize in the interest of this organization, its individual members, and the students who are entrusted to our care.

Each one of us is fully aware of a shortage of teachers developing within our midst. The Association must accept some responsibility for meeting this challenge. Some of the factors related to this impending crisis are expanding opportunities for employment in government, business, and industry. Related to these are the openings created by financial support of various educational programs that require additional teachers and teachers' aides for their promotion. Not to be overlooked are the rising standards of quality education which desirably are up-grading the teaching profession. At the same time, many prospective teachers have been eliminated who ordinarily would have occupied positions in the field by former standards.

In light of the above factors, the Association, including its units and individual members, has a serious responsibility of helping to influence qualified individuals to prepare for and remain in the ranks of the teaching profession. The task becomes increasingly tremendous as we recognize our over-all responsibilities of helping to prepare

students to help meet their individual needs and those of American democracy in various fields. A united profession can do this more effectively than any one of its parts.

The move toward the unification of the two associations within the spirit of the confines of NEA Resolution No. 12 has been one mostly of exploration with consideration for the problems involved. The attitude and action of the North Carolina Teachers Association have left no doubt as to its willingness and determination to work toward one association in the state. With regards to the present status of the movement, there are many reasons to believe that NCEA will face the question frankly also in the spirit of the resolution in time and place, and in the interest of all the children of all people of North Carolina. The local units, the Board of Directors, the Liaison Committee, and other units of NCTA should be commended for their insight, perspective, unselfish interest and confidence in the future of education in our state. The efforts toward merger and integration have given North Carolina an opportunity to play the significant role in educational affairs and race relations for which she so long has been noted.

The North Carolina Teachers Association's relation to and support of the National Education Association are well known. As we move forward, it is urgent that this cooperation continue for the making of a greater association, as well as for the advancement of education in America and

the world. In this relation, unified dues, knowledge and participation in the total program of NEA become most important.

The North Carolina Teachers Association must also be strongly supported during the transitional period. Special attention must be paid to leadership, membership, program, and other pertinent resources. The leadership that has been nourished and stimulated must be saved and used in recognition of the continuous process of integration and for the implementation of any plans that might be developed for merger. All of the working components of the Association must continue to strengthen their respective programs and the general program of the Association, for together we stand.

The DuShane Defense Fund and The Million Dollar Defense Fund must be supported to protect the rights of teachers who must have their day in the courts. By our support of the Hammocks Beach, it must become increasingly an ideal place for the promotion of education, relaxation and recreation, and The Credit Union a greater factor for our economic growth. In all of this, after 9 years, the concept of "Merger, then Integration" takes on sufficient value for the recognition of two great state education associa-

tions, the respect for the dignity of their members, the presentation of the real professional image of the associations to the public, and the orderly unification of the two by a given time in the interest of all involved including the students we serve.

MAY 21, 1966

DATE OF HAMMOCKS PILGRIMAGE

Dr. Rudolph Jones, chairman, Hammocks Promotion and Development has announced that the Annual Pilgrimage, sponsored by the Hammocks Beach Corporation will be made on Saturday, May 21, 1966. Since 1950 when the first pilgrimage was made, teachers all over North Carolina have taken advantage of this occasion to combine leisure moments by the sea with the business session.

Highway 24, is the main artery leading to the Hammocks, which is located off of 24, three miles from Swansboro, North Carolina.

Details of the program will be announced in the April, 1966 Newsletter.

LIVINGSTONE COLLEGE

SALISBURY, N. C.

Founded in 1879

**FULLY-ACCREDITED
CO-EDUCATIONAL**

**CHURCH-RELATED
FOUR-YEAR COLLEGE**

Liberal Arts and Sciences, and Pre-Professional Courses. Teacher Training, Music, Secretarial Vocations, and Balanced Co-Curricular Activities.

A School of Religion Offering Training For The Christian Ministry

SUMMER SESSION STARTS JUNE 4th.

FALL TERM STARTS SEPT. 12th.

"A School Where No Gets Lost"

FOR INFORMATION ABOUT:

Summer Session

Regular Term

Financial Help

Write: THE REGISTRAR

S. E. DUNCAN, PRESIDENT



Dr. William J. Trent, Jr.

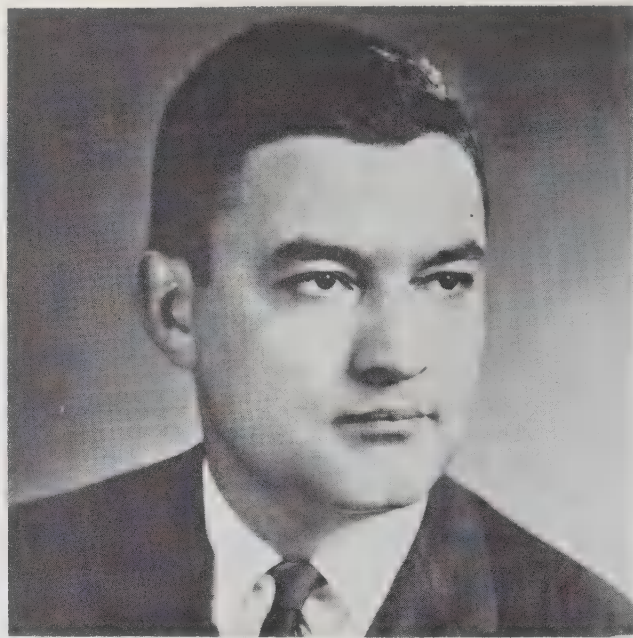
Dr. William J. Trent, Jr., assistant personnel director of Time, Inc. and former head of the United Negro College Fund will deliver the keynote address on Thursday at 8:15 p.m. in the Raleigh Memorial Auditorium on the occasion of the first General Assembly of the Eighty-fifth Annual Convention of the North Carolina Teachers Association.

Dr. Trent is a native of Asheville, North Carolina. He was graduated from Livingstone College, Salisbury in 1930. He received the MBA degree from the University of Pennsylvania in 1932, and later pursued further study at Pennsylvania and the University of Chicago.

Following his graduation, Trent served on the faculties of Livingstone College (1932-34) and Bennett College, Greensboro, (1934-38), was Acting Dean at Bennett during his last year there. From 1939 until he joined the United Negro College Fund in 1944, he was Race Relations Officer for the Federal Works Agency. He joined the Time, Inc. staff in January, 1964.

Dr. Trent is a member of the Boards of the National Social Welfare Assembly of New York; The African-American Institute, New York City; The Child Study Association of America; Morningside Heights, Inc., New York City; National Scholarship Service and Fund for Negro Students, Inc., New York; International Social Service, American Division, New York City; National Urban League, New York.

Dr. Trent, who lives in New Rochelle, New York, is married to the former Viola Scales of Winston-Salem. They have three daughters. He is the son of the late President Emeritus of Livingstone College, a member institution of the United Negro College Fund.



Attorney Jack Greenberg

Attorney Jack Greenberg, director-counsel NAACP Legal Defense and Educational Fund will speak to the Administrators and Supervisors on Friday, April 1, at 11:00 a.m. in the Southern Room of the Memorial Auditorium. He will also deliver the main address at the second General Assembly of the Convention on Friday evening at 8:15.

Mr. Greenberg succeeded Thurgood Marshall in the above position in 1961. He has argued successfully before the United States Supreme Court on numerous occasions as the Fund's chief strategist.

He is author of **RACE RELATIONS AND AMERICAN LAW**, a definite treatment of the nation's number one domestic problem, a work which the **New York Times** termed "indispensable," and which was selected to be in the basic White House Library. Mr. Greenberg also co-authored **CITIZEN'S GUIDE TO DESEGREGATION**; and he has written for the New York Times Magazine various law reviews and related publications.

Mr. Greenberg has served as executive director of the New York State Bar Association Special Committee to study the New York Anti-Trust Laws, for which he wrote **NEW YORK ANTI-TRUST LAW IN THE FEDERAL SYSTEM** (1957), and **THE NEW YORK LAW OF UNFAIR COMPETITION** (1959).

He is married to the former Sema Ann Tanzer of Wilmington, Delaware. They have four children, Josiah, 13; David, 11; Sarah and Ezra, 7 (twins). They live in Great Neck, New York.

85th Annual Convention

OPEN HEARING NCTA BUSINESS

Thursday, March 31, 1966 — 12:00 Noon

Arena Area, Memorial Auditorium

Presiding: Mr. M. M. Daniels, vice-president, NCTA
Greetings and Remarks: Dr. S. E. Duncan, president, NCTA
Greetings and Announcements: Mr. E. B. Palmer, executive secretary, NCTA

Items for Discussion

- Resolutions
- Budget
- Constitution
- Other

Announcements

Adjournment

FIRST BUSINESS SESSION

Thursday, March 31, 1966 — 4:00 P.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, president, NCTA

Mr. Curtis Todd, parliamentarian

Organ Prelude

Piano-Organ Duet

Mrs. Alice Stewart, convention organist

Mrs. Gloria Timberlane, co-convention organist

National Anthem

Pledge of Allegiance

Invocation

Necrology: Mr. J. W. Mask

Introductory Remarks: Dr. S. E. Duncan, president, NCTA

Minutes: Mrs. Geneva J. Bowe, recording secretary

Business: Reports

1. Rules Committee
2. Credentials
3. Treasurers
4. Board of Directors
5. Budget and Finance
6. Resolutions
7. Constitution and Bylaws
8. Legislative Committee
9. Building Committee
10. Teacher Education and Professional Standards
11. Professional Rights and Responsibilities
12. Liaison
13. Delegate Orientation
14. Research
15. Credit Union
16. Hammocks
17. Elections and Canvassing
18. Other

Announcements

Adjournment

FIRST GENERAL SESSION

Thursday, March 31, 1966

Memorial Auditorium

Concert — 7:15-8:00 P.M.

Presiding: Dr. S. E. Duncan

Invocation

Pledge of Allegiance

Music

Greetings: The Honorable Travis Tomlinson, Mayor of Raleigh

Honoring of Retired Teachers

Introduction of Speaker Dr. S. E. Duncan,
president, NCTA

Address Dr. William J. Trent, Jr.,
assistant personnel director, Time, Inc.

Announcements

Adjournment

Platform Guests: Members of NCTA Board of Directors, College Presidents, members of the State Department of Public Instruction, Consultants, members of the State Board of Education, past presidents of NCTA, professional staff of NCTA, presidents of NCCPTA and NCCCPTA, State Board of Higher Education, United Forces for Education, North Carolina Education Association..

SECOND GENERAL SESSION

Friday, April 1, 1966

Memorial Auditorium

Concert — 7:30-8:00 P.M.

Presiding: Dr. S. E. Duncan, president, NCTA

Invocation Reverend Lorenzo A. Lynch
White Rock Baptist Church, Durham

National Anthem

Music

Greetings

Introduction of Speaker E. B. Palmer
executive secretary, NCTA

Address Attorney Jack Greenberg,
director counsel, Legal and Educational Defense
Fund, National Association for the
Advancement of Colored People,
New York, New York

Installation of Officers

Response

Announcements

Adjournment

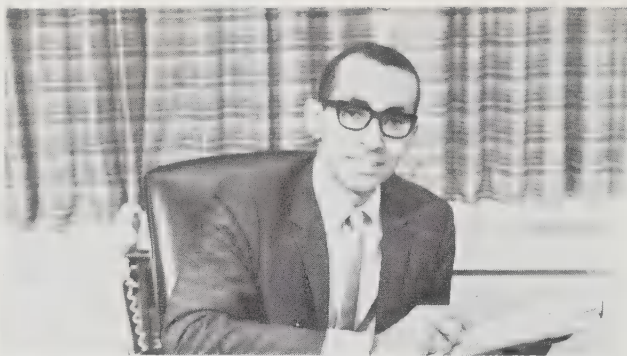
President's Reception, Southern Room, Memorial Auditorium

Platform Guests: NCTA Officers, Consultants, NAACP State and local officers, members of the Southeastern Region Bar Association, business leaders, NCTA professional staff.

AS WE GO TO PRESS

Congratulations to the E. B. Palmers, who are proud parents of a second baby boy, Douglas Keith. Douglas weighed in at 7 lbs. 11½ ozs., March 8, 1966 at Lincoln Hospital, Durham, N. C.

Mrs. Edna Richards is the Godmother.



Reverend Wyatt Tee Walker

Banquet Speaker

Reverend Wyatt Tee Walker, president, Educational Heritage, Inc., publishers of the Negro Heritage Library, New York, will address the North Carolina Association of Classroom Teachers at the banquet scheduled for Friday, April 1, at 6:00 p.m. in the Ligon High School Cafeteria.

Rev. Walker is a native of Brockton, Massachusetts. He received the B.S. degree *magna cum laude* at Virginia Union University in 1950, and three years later received his Bachelor of Divinity degree from the Graduate School of Religion, this time *summa cum laude*.

He was formerly Executive Director and Chief of Staff of the Southern Christian Leadership Conference (SCLC), the civil rights organization headed by Martin Luther King, Jr.; a former pastor of Gillfield Baptist Church, Petersburg, Virginia; and the former pulpit minister of New York City's Abyssinian Baptist Church, the largest Protestant congregation in the world. He has appeared on radio and television. He wrote and co-produced National Educational Television Special on Negro Spirituals and the Freedom Movement. He frequently appeared on the Barry Gray Show, WMCA; the regular Sunday evening show, WLIB, "Walk in My Shoes" (award-winning documentary); "Eyewitness to History" (a special CBS report on Albany, Georgia); also "Open End" (David Susskind's discussion program); "CBS Reports on Atlanta" (Walter Cronkite show). He has lectured at more than a dozen college and universities.

Rev. Walker is the recipient of the Man of the Year Award, 1965, Brooklyn, New York; the 1961 Civil Rights Award from the IBPOE of the World (Elks); 1964 Shriners Civil Rights Award; 1964 Alpha Phi Alpha Fraternity Award (Civil Rights); the Virginia Union University Alumni Award, 1965.

He is married to the former Theresa Edwards of Washington, D. C. They are the parents of four children Ann Patrice, Wyatt Tee, Jr., Robert Charles, Earl Maurice.

DIVISION OF CLASSROOM TEACHERS

Friday, April 1, 1966 — 1:30 P.M.

Raleigh Memorial Auditorium

Raleigh, North Carolina

Presiding: Mrs. Margaret W. Wilson

Ormand, Assistant Secretary, NCACT

Opening—Pledge of Allegiance—Led by Mrs. Ruby T. Carter, Director East Piedmont, NCACT Secretary, NCACT

Presentation of Platform Guests—Miss Maxine Ormand, Assistant Secretary, NCACT

Business Session

Adoption of Rules of Order—Mr. Robert Reeder, Director, Southwestern District, NCACT

President's Report—Mrs. Margaret W. Wilson, President, NCACT

Presentation of Candidates

Executive Secretary's Report—Mrs. Edna C. Richards, Executive Secretary, NCACT

Voting—Mrs. Clara R. Owens, Director, Northeastern District, NCACT

Reports:

Constitution Committee—Mrs. Ruth B. Jones, State Chairman

Resolutions Committee—Mrs. Juanita M. Corbin, State Chairman

Local Projects—Mrs. Dorothy B. Jackson, State Chairman

Million Dollar Fund—Mrs. Ruth B. Jones, Director, North Central District, NCACT

National Classroom Teachers Study Conference—Mrs. Dorothy B. Jackson, President Elect, NCACT, Director, Coastal Plain District, NCACT

New Business

Announcements: Classroom Teachers Banquet will be held in the Ligon High School Cafeteria, Friday, April 1, 1966 at 6:00 P.M.

Host: Raleigh City Unit NCACT

**NORTH CAROLINA ASSOCIATION
OF CLASSROOM TEACHERS
BANQUET PROGRAM**

Friday, April 1, 1966 — 6:00 P.M.

Ligon High School Cafeteria

Raleigh, North Carolina

Opening—Pledge of Allegiance: Mrs. Rubie T. Carter, Director, East Piedmont District, NCACT

Presentation of Platform Guests: Miss Maxine Ormand, Assistant Secretary, NCACT

Presiding: Mrs. Dorothy Jackson, President-Elect, NCACT

Invocation: Mrs. Gladys N. Bailey, Director, Western District, NCACT

Introductions: Mrs. Annie N. Gerald, Director, Southeastern District, NCACT

Introduction of Speaker: Mrs. Margaret Wilson, President, NCACT

Address: Rev. Wyatt Tee Walker, President, The Negro Educational Heritage, Inc., Yonkers, New York

Remarks: Dr. S. E. Duncan, President, NCTA

Announcements: Mrs. Edna C. Richards, Executive Secretary, NCACT

Election Results: Mrs. Clara Owens, Director, Northeastern District, NCACT, Mr. Oscar Hinnant, Jr., Director, Piedmont District, NCACT

Installation of Officers: Mr. E. B. Palmer, Executive Secretary, NCTA

DIVISION OF HIGHER EDUCATION

Friday, April 1, 1966 — 1:30 P.M.

Section III — Southern Room

Memorial Auditorium

Presiding: Dr. L. H. Robinson, Chairman, Greensboro, North Carolina

Program Topic: "Imagination, Innovation and Ingenuity: Implications of the Elementary and Secondary School Act of 1965 for the North Carolina Teachers Association."

Speaker: Representative from U. S. Office of Education

Discussion Period

Business Session

Announcements

Adjournment

DIVISION OF ADMINISTRATORS AND SUPERVISORS

Friday, April 1, 1966 — 3:30 - 5:00 P.M.

Presiding: F. J. Corbett

General and Business Session Speaker: Dr. T. L. Spragins, "Guidelines of Desegregation" — (Faculty and Staff Desegregation and the Freedom of Choice Plan)

DEPARTMENT OF PRINCIPALS AND SUPERVISORS

Friday, April 1, 1966 — 11:00 - 1:00 P.M.

Southern Room

Presiding: S. B. T. Easterling

Speaker: Attorney Jack Greenberg

General Discussion Period: 12:00 - 1:00

DEPARTMENT OF ELEMENTARY EDUCATION

Friday, April 1, 1966 — 9:00 A.M.

Arena Area Memorial Auditorium

Theme: "New Frontiers In Education For Today's Child"

Presiding: Mrs. Ruby J. Manley, Ahoskie, North Carolina

Music: O Master Let Me Walk With Thee (Smith)

Pledge To The Flag: Audience

Invocation

Greetings: Mrs. Ruby J. Manley, Chairman

Presentation of Speaker: Mrs. Ophelia Gray, Charlotte, North Carolina

Speaker: Dr. Ocie T. Dekel, Professor of Elementary Education, University of Georgia, Athens, Georgia

Discussion Period

Adjournment

DEPARTMENT OF LIBRARIANS

Friday, April 1, 1966 — 9:00 A.M.

Library — Ligon High School

Presiding: Mrs. A. B. Bryant, J. T. Barber High School, New Bern, N. C.

Program Topic: "Library Problems Clinic"

Moderator: Mrs. Aquilla McCall, Brown Elementary School, Winston-Salem, N. C.

Panel: **Resource Panel:** Mrs. Doris L. Brown, State Library Consultant, Mrs. Constance H. Marteen, Librarian, Bennett College, Greensboro, N. C., Mrs. Neutrice W. Merritt, Librarian Sampson High School, Clinton, N. C., Miss Penny E. Perry, Librarian, North Carolina College at Durham, Mrs. A. M. Jankins, North Carolina College at Durham

Interrogating Panel: Mrs. Barbara M. Waymer, Librarian, West Elm Junior High School, Goldsboro, North Carolina, Mrs. Mavis H. Lloyd, Librarian, Kennedy Junior High School, Winston-Salem, North Carolina, Mrs. Desretta V. McAlister, Sampson Elementary School, Kinston, North Carolina, Miss Mabel Monroe, Library Supervisor, Johnson County Schools

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF TEACHERS OF EXCEPTIONAL CHILDREN

Friday, April 1, 1966 — 11:00 A.M.

Ligon High School — Room 126

Presiding: Mrs. Nettie T. Council

Program Topic: "The Importance of Intelligible Speech in Public Schools"

Speaker: Mrs. M. B. Lucas, consultant, Speech and Hearing Clinic, North Carolina College at Durham, North Carolina

Rhythm Band and Dance: G. F. Gunn, Trainable Class

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF MUSIC TEACHERS

Friday, April 1, 1966 — 11:00 A.M.

Music Room — Ligon High School

Chairman: Mr. Joseph L. Edwards

Co-Chairman: Mrs. E. M. Kelly

Program Topic: "Free To Teach"

Workshop:

Consultants: Mr. B. L. Mason, Strings, School of Music, Howard University, Washington, D. C., Dr. Perry Watson, Band, N. C. State University Raleigh, North Carolina, Mr. Milton Bliss, Chorale, N. C. State University, Raleigh, North Carolina, Mrs. Ruby Greene, Public School Music

Discussion Period

Business Section

Announcements

Adjournment

DEPARTMENT OF SECONDARY EDUCATION

Friday, April 1, 1966 — 11:00 A.M.

Greenleaf Auditorium — Shaw University

Presiding: Mr. Robert W. Boley, Chairman

Program Topic: "Developing Attitudes and Techniques for Effective Teaching Under the Pressures of Change"

Speaker: Dr. W. Archie Blount, Vice President, The Winston-Salem State College

Discussion Period

Business Section

Announcements

Adjournment

DEPARTMENT OF STUDENT NEA, NCTA

Friday April 1, 1966 — 11:00 A.M.

Leonard Auditorium, Shaw University

Presiding: Mrs. Lorena Marrow, chairman

Program Topic: To Be Announced

Speaker: Mr. S. Wilford Blalock, former National President of NEA

Discussion Period

Business Session

Announcements

Adjournment

DEPARTMENT OF SUPERVISORS

Thursday, March 31, 1966 — 1:30 P.M. - 3:30 P.M.

Greenleaf Auditorium — Shaw University

Presiding: Mrs. Dorothy P. Goodson, Chairman, Department of Supervisors, NCTA

Program Topic: "How the Supervisor Can Help Bring About Changes Within the Classroom Using Newer Techniques and Materials"

Speaker: Dr. Arlyne Lake Cheers, Professor of Education, Grambling College, Grambling, Louisiana

Discussion Period

Business Section

Announcements

Adjournment

DEPARTMENT OF HOME ECONOMICS TEACHERS

Friday, April 1, 1966 — 11:00 A.M.

Leonard 5 — Shaw University

Presiding: Mrs. Bernice T. Graham, Chairman
Program Topic: "Meeting New Challenges in Home Economics Education"
Speaker: to be announced
Discussion Period
Business Section
Announcements
Adjournment

DEPARTMENT OF BUSINESS EDUCATION TEACHERS

Friday, April 1, 1966 — 11:00 A.M.

Ligon High School — Room 108

Presiding: Mrs. M. B. Wright, Chairman
Program Topic: "New Media in Teaching the Business Subjects."
Speaker: Jesse Allen, Instructor, Hillside High School, Durham, N. C.
Discussion Period
Business Section
Announcements
Adjournment

TRADE AND INDUSTRIAL DEPARTMENT

Friday, April 1, 1966 — 11:00 A.M.

Ligon High School — Industrial Arts Room S6

Presiding: B. H. Thornton, chairman
Program Topic: "New Trends of Vocational Education in North Carolina"
Discussion Leader: Dr. Charles W. Pinckney, chairman, Department of Industrial Education, A. & T. College, Greensboro, North Carolina
Consultant: Mr. S. C. Smith, Dean, Technical Institute, A. & T. College, Greensboro, North Carolina
Discussion Period
Business Session
Announcements
Adjournment

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS NEA AND ELEMENTARY SCHOOL PRINCIPALS NCTA

Friday, April 1, 1966 — 1:30 - 3:30 P.M.

Section I & II — Southern Room, Memorial Auditorium

Presiding: John D. McAllister, Vice-chairman Elementary Principal, Section, North Carolina Teachers Asso.
Music: Short Journey, Elementary School Glee Club, Smithfield, North Carolina

Prayer: Isaac A. Battle, Principal, A. S. Cherry Elementary School, Harrellsville, North Carolina
Introduction of Speaker: C. D. Marsh, chairman, Elementary Principal Section, N. C. Teachers Association
Address: Dr. John W. Davis, Special Director, Teacher Information and Security, N.A.A.C.P. Legal Defense and Educational Fund, Inc., New York, N. Y.
Interrogation Period: John T. McDonald, Principal, Glen Raven School, Burlington, North Carolina
Discussion Period
Business Session
Announcements
Adjournment

SECTION OF ENGLISH TEACHERS

Friday, April 1, 1966 — 9:00 A.M.

Ligon High School — Room 012

Presiding: C. C. Lipscomb, chairman
Program Topic: "Free to Teach — Creative Arts in the English Class"
Speaker: Richard Walser, Professor of English, N. C. State University, Raleigh, North Carolina
Discussion Period
Business Section
Announcements
Adjournment

SECTION OF MATHEMATICS TEACHERS

Friday, April 1, 1966 — 9:00 A.M.

Ligon High School — Room 111

Presiding: Thomas E. Conway, chairman of the Mathematics Department
Program Topic: "Teaching the New Modern Mathematics"

Speaker: Mrs. Jodie Thompson, Rocky Mount Area
Discussion Period
Business Section
Announcements
Adjournment

FAYETTEVILLE STATE COLLEGE

FAYETTEVILLE, NORTH CAROLINA

Invites highly qualified high school seniors to come to Fayetteville to continue their education in an atmosphere conducive to study.

Fully Accredited
Scholarly Faculty

Wholesome Environment
Extra-Class Activities

Scholarships, Loans, Work-Aid

Majors in:

Biology
Business Education
Elementary Education
English

History
Mathematics
Physical Education
Sociology

Summer Session 1966 — 9 Weeks
June 6 - August 6

Rudolph Jones
President



Dr. John W. Davis

Dr. John W. Davis, special director, Teacher Information and Security Program, NAACP Legal Defense and Educational Fund, brings long experience as an educator and public servant to his present position. Dr. Davis will address the Elementary School Principals, Friday afternoon in the Southern Room, Memorial Auditorium.

Dr. Davis has worked since 1955 in his present post, to protect Negro teachers in communities making transition to integrated schools, preventing their dismissal when possible, and securing redress and jobs for them when necessary.

As desegregation has slowly begun to become a reality, the efforts of Dr. Davis have expanded to include close cooperation with teachers' organizations in the Southern states. He helped to set up an emergency fund to provide financial assistance to temporarily displaced teachers, furnished information for their professional improvement and guided research that has aided lawyers in bringing suits on behalf of teachers.

Dr. Davis has been decorated by the governments of Haiti and Liberia. He is the recipient of ten honorary degrees, including the LL.D. from Harvard.

A native of Milledgeville, Georgia, he was graduated from Atlanta's Morehouse College in 1911, and pursued further study at the University of Chicago. He served as a teacher and administrator at Morehouse. Later he held the position of Secretary of the Y.M.C.A. at Washington, D. C. From 1919 until 1953, Dr. Davis was President of West Virginia State College, and guided the growth of the college from a student body of 27 to a peak enrollment of 1,850. White students account for 71 percent of the schools present enrollment.

SECTION OF SOCIAL SCIENCE TEACHERS

Friday, April 1, 1966 — 9:00 A.M.

Leonard Auditorium

Presiding: Mrs. Esmeralda Rich Hawkins, chairman

Program Topic: "The Humanities, a new frontier in Social Studies."

Speaker: Mrs. Thelma Roundtree, Coordinator, Humanities Classes, St. Augustine's College, Raleigh, N. C.

Discussion Period

Business Section

Announcements

Adjournment

SECTION OF SCIENCE TEACHERS

Friday, April 1, 1966 — 9:00 A.M.

Ligon High School — Room 109

Presiding: Mrs. Rosa A. Brodie, Chairman, Science Section

Program Topic: "Experiments Adapted for Today's Science"

Consultant: To be announced

Discussion Period

Business Section

Announcements

Adjournment

SECTION OF DRIVER EDUCATION

Friday, April 1, 1966 — 9:00 A.M.

Ligon High School — Room 128

Presiding: I. Barnett, Chairman

Speaker: Dr. Robert Nolan, Traffic Safety Center, Michigan State University, East Lansing, Michigan.

Exhibition: Drivers Education Equipment

Discussion Period

Business Section

Announcements

Adjournment

SECTION OF FOREIGN LANGUAGE TEACHERS

Friday, April 1, 1966 — 9:00 A.M.

Ligon High School — Room 127

Presiding: Mrs. Cynthia P. Smith, chairman, Foreign Language Department

Program Topic: "New Foreign Language Approaches — Articulation, Coordination, Public Relations and Teacher Training"

Speaker: To be announced

Discussion Period

Business Session

Announcements

Adjournment

(Continued on Page 30)

CONSTITUTION

Of The North Carolina Teachers Association

Article I—Name

The name of this organization shall be the North Carolina Teachers Association.

Article II—Purpose

The purpose of this Association shall be:

- (a) To encourage the attainment of the highest professional and educational standards of its members and for the people of North Carolina.
- (b) To foster sentiment favorable to the growth, development and improvement of education in North Carolina and to seek to establish the North Carolina Teachers Association as an integral part of the recognized educational forces of North Carolina.
- (c) To cooperate with other educational, professional and civic organizations and agencies whose objectives and purposes are similar to the objectives and purposes of this Association.
- (d) To promote and protect the welfare of its members as it relates to professional and economic security, public relationships, and healthful living.

Article III—General Officers

SECTION 1. The General Officers of the Association shall be the president of the Association, the vice president, the recording secretary, the treasurer, and the executive secretary. The officers shall be installed as officers-elect at the time of the meeting in which they are elected, but they shall not assume active responsibility in office until the next ensuing fiscal year, and their terms shall be co-terminous with the fiscal year except as otherwise herein provided. The annual convention of the Association may authorize such non-constitutional officers and committees as the annual convention may find to be necessary or desirable from time to time.

SECTION 2. The duties of the officers shall be the usual duties of the respective officers and such other duties as the Association may prescribe.

SECTION 3. The treasurer of the Association and any others who may be responsible for handling the funds of the Association shall be adequately bonded.

SECTION 4. The president of the Association shall be elected for a term of two years and shall not succeed himself. The vice president shall be elected for a term of two years.

In case the office of president is made vacant before the regular and full expiration of time of the elected president, the vice president shall serve as the acting president until the next annual convention. In case of a vacancy in the office of president and vice-president the executive secretary shall call a meeting of the Board of Directors, hereinafter provided for, and the Board of Directors shall select some one from its own membership to act as president until the next annual meeting of the Association at which time a regular election shall be concluded.

SECTION 5. The recording secretary shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

SECTION 6. The treasurer shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

Article IV—Board of Directors

SECTION 1. There shall be a Board of Directors composed of the following: the president of the Association, the vice president, the recording secretary, the treasurer, the president of each of the district associations, any NEA Director for North Carolina who holds membership in the Association, the president of the North Carolina Association of Classroom Teachers, and one member elected by each district. Each of the members elected by the district shall serve for a term of three years. Staggered terms shall be set up by the Board of Directors. The term of membership on the Board of Directors for the president and vice president shall be as described in Article III, Section 4, except that each president shall remain a member of the Board of Directors for two consecutive years immediately following the expiration of his term as president of the Association.

A member elected from the district may be re-elected to membership on the Board of Directors for as many terms as the district may see fit to re-elect him.¹

SECTION 2. The president of the Association shall be the chairman of the Board of Directors. The Board of Directors shall have entire charge of the affairs of the Association during the recess between Annual Conventions subject to limitations in Section 6 of this Article and shall determine general plans for each succeeding Annual Convention. The Board of Directors shall hold at least one meeting during the recess between conventions. The expenses of meetings of the Board of Directors shall be paid by the Association. The Board of Directors shall have no power to nullify or alter any decisions of the Association in Convention Assembled.²

SECTION 3. The Executive Secretary shall be appointed by the Board of Directors and his term of office shall be determined by the Board of Directors. The Board of Directors shall supervise and direct the work of the Executive Secretary.³

SECTION 4. The Board of Directors shall employ a certified public accountant to audit the books and financial records of the Executive Secretary and Treasurer at least once a year. The report of the audit must be published in the official organ of the Association.

SECTION 5. The Board of Directors shall submit to the Association a budget for the fiscal year following each annual convention. The budget submitted shall indicate the estimated income and expenses for the incoming year. No money shall be appropriated from the treasury until the same has been considered by the Board of Directors and their report of the same presented to and approved by the Association.

SECTION 6. The Board of Directors shall have no power to acquire or dispose of real estate for the Association except upon special authorization by written resolution of the Annual Convention in which case the Board of Directors shall be limited strictly to the terms of such written resolution.

SECTION 7. The Board of Directors shall have the power to change the fiscal year.⁴

SECTION 8. The Board of Directors shall cause to be published in the *Teachers Record* (The official publication of the Association) in the same issue which carries the minutes and proceedings of the Annual Convention, a record of all motions made and actions taken (whether affirmative or negative) in each meeting that was held by the Board during the Convention year. The said record need not necessarily carry detailed accounts of discussions, debates, or the exchange of remarks incident to the actions taken, but said record shall indicate clearly and definitely the actions taken, including so-called common consent actions) in all official meetings held by the Board during the Convention year.⁵

SECTION 9. The Board of Directors shall at no time delegate or surrender to any individual, group of individuals, or committees any of the duties or responsibilities that are expressly ascribed by this Constitution to be discharged by the Board of Directors itself.⁶

Article V—Membership⁷

SECTION 1. Any person who meets the North Carolina Teachers Certification requirements, who is actively engaged in professional work of an educational nature, who subscribes to the purposes and objectives of the Association, and who accepts the obligations of membership pertaining thereto, is eligible for membership in the Association.

SECTION 2. The membership of the Association shall consist of Active, Associate, Retired, and Student Members.

SECTION 3. Any person who is actively engaged in professional work and meets the qualifications set forth in Section 1 may become an Active Member of the Association.

SECTION 4. Any person interested in advancing the cause of education but who is not eligible for Active Membership may become an Associate Member, but shall not have the right to vote or hold elective or appointive office. Annual dues of Associate Members shall be the same as that of Active Members.

SECTION 5. Any member who has been an active member of the Association immediately prior to retirement may become a Retired Member. Annual dues of Retired Members shall be \$2.00. A Retired Member shall have all rights and privileges of an Active Member, except the right to hold elective office in the Asso-

ciation or its district organizations.

SECTION 6. Any student enrolled in a teacher-education program in a college or university may become a Student Member of the Association by joining a chapter of the Student National Education Association. Annual dues of Student Members shall be \$1.00. A Student Member shall have all the rights and privileges of Associate Members.

SECTION 7. A local unit of the North Carolina Teachers Association may be organized in any county or city administrative unit of the public schools of North Carolina, provided that two or more administrative units of less than fifty-one potential members may organize a combined local unit. Not more than one local unit may be organized in any one administrative unit of the public schools of North Carolina unless special permission is granted by the Board of Directors for such temporary organization as may be deemed necessary because of recognized local hardships. A local unit may also be organized in any boarding school or college — public or private — in North Carolina. Not more than one local unit may be organized in any one boarding school or college.

Article VI—Voting

SECTION 1. Voting in the business sessions of the Association shall be by delegate assembly, except that all general officers, members of the Board of Directors, and former presidents of the Association shall have the right to vote in all business sessions. All members of the Association shall have the privilege of voting for elective officers of the Association either at the Annual Convention or in the local units as the Association may prescribe under Section 4 of this Article and shall have the privilege of participation in the business sessions of the Association subject to the rules of the delegate assembly.⁸

SECTION 2. The president shall appoint a committee on credentials. The duty of the Credentials Committee shall be to examine and approve the names of persons sent in from the respective local units as delegates. The Credentials Committee shall exercise authority in approving or disapproving names of persons submitted as delegates, subject to final action by the Association in cases of protest. The Credentials Committee shall base its approval or disapproval on such factors as: whether the person was, at the time of being named, a member of the Association; whether the list was submitted within the time

limits prescribed in Article VI, Section 4 below; the validity of the person submitting the list of names; and the number of delegates to which the local unit is entitled.

SECTION 3. A local unit may delegate one or more of its members to represent the unit in the general business sessions of the Association as provided for in Section 4 below. In providing for this representation each unit shall be entitled to one representative or delegate for each ten or major fraction of ten members belonging to the local unit, provided any administrative unit, private boarding school, or college having fewer than ten members will be privileged to have one delegate. A delegate or representative from a local unit must be in good financial standing as a member of the association before being delegated to represent his local unit.

SECTION 4. In order to exercise the privilege of being represented in the business session of the Association by representative delegates, a local unit must file with the Executive Secretary of the Association a complete roster of its local membership. There also must be filed with the Executive Secretary a statement certifying the names of the person or persons on the roster that the local unit has chosen as its official delegates. Only one person may be chosen as a delegate for each ten or major fraction of ten members on the roster except as herein provided for in Section 3. The membership roster and the statement certifying the names of the chosen delegates must be signed by the president and the secretary of the local unit. The mailing of the roster of members financial with the Association must be made to the Executive Secretary sixty days before the opening date of the Annual Convention. The certified statement of delegates must bear post mark indicating that it was mailed to the Executive Secretary at least seventy-two hours before the opening program of the Annual Convention. The Credentials Committee shall not approve representatives or delegates from a local unit if its list of certified delegates is submitted later than the time herein specified.⁹

Article VII—Membership Dues

The annual membership dues shall be an amount determined by the Association in business session at the Annual Convention. Membership dues may be paid through local unit organizations or may be sent direct to the Executive Secretary.

Article VIII—Time and Place

The time and place of the meetings of the Association in Annual Convention shall be decided upon in one of the business sessions of the Association. In case of an emergency, or in case no decision is settled upon in the business session, then the Board of Directors shall act for the Association in deciding upon the time and place of the next Annual Convention.

Article IX—Elections Committee

SECTION 1. A Committee on Elections shall be established as herein described below. This Committee shall be charged with the responsibility of working out necessary and satisfactory plans for the holding of elections. The plans proposed by the Committee shall be subject to the approval of the Board of Directors. The Committee shall provide that:

(a) Each district during its annual meetings shall nominate one candidate for each elective office in the North Carolina Teachers Association becoming vacant at the end of the convention year. The names of all candidates or persons nominated through district conventions for office shall be filed with the Executive Secretary by December 1.¹⁰

(b) The names of all nominees that are to appear on the final ballot be announced and publicized at a time, in a manner, and to the extent considered satisfactory by the Board of Directors.

SECTION 2. The Committee on Elections shall be composed of two persons from and elected by each of the respective districts at the time of their annual district meetings. The president of the Association, with the approval of the Board of Directors, shall also appoint additional persons to the Committee, provided that the number so appointed shall not exceed fifty percent of the number elected by the district associations.

SECTION 3. The persons elected to serve on the Elections Committee shall serve for a period of one convention year or until their successors are elected.

SECTION 4. The president of the Association shall convene the Committee on Elections for its initial meeting. The Committee shall elect its chairman from its own membership and otherwise organize itself for carrying on its work.

SECTION 5. The Committee on Elections shall prepare a printed or otherwise written ballot for all members of the Association. The polls for voting shall be open from 10:00 A.M. to 6:00 P.M. on the day before the last day of the annual convention, unless voting in the local units

is provided. All candidates shall have the privilege of being present and having representatives at the polling place and at the counting of the ballots. The ballot boxes shall be opened for counting of ballots and the ballots shall be counted at the polling place starting at 6:01 P.M. on the day before the last day of the Annual Convention and the Committee on Elections shall report the results to the Convention at a time on the last day of the Annual Convention to be announced in open meeting on the day before the last day of such Convention.

Article X—Nominating Committee

SECTION 1. A Committee on Nominations shall be established. They shall be elected, appointed, and convened in such manner and consist of the same number as herein above prescribed for the Committee on Elections.

SECTION 2. The Committee on Nominations shall secure a copy of the candidates for office as filed with the Executive Secretary. From this list they shall select by ballot two nominees for each office in which there is a vacancy. In the event that any nominee or nominees become incapacitated or disqualified, for any reason whatsoever, the district executive committee shall have the power and full authority to substitute another person or persons to fill such vacancy, provided that the list of nominees submitted by the district conventions be exhausted before any other procedure is taken.

SECTION 3. The Committee on Nominations shall be charged with the working out of other details of plans incident to the preparation of the ballot to be used in each election. All plans worked out by the Committee on Nominations shall be subject to the approval of the Board of Directors.

Article XI—

Professional Organization

The Board of Directors shall provide for organization of the Association into divisions for promotion of professional activities. These divisions may be added to or changed upon the recommendation of the Board of Directors.¹¹

Article XII—District Associations

SECTION 1. As many district associations may be set up as approved by the Board of Directors provided:¹²

- (a) That a new district shall not be created unless it has the affiliation of a minimum of 5 local units from at least 5 different counties and embraces a total membership of more than 600 persons.

- (b) That an existing district shall not continue to exist unless it has a minimum affiliation of at least 5 local units from at least 5 different counties and a total of over 600 persons.

SECTION 2. District Associations may formulate their own constitutions and bylaws so long as they do not conflict with the constitution of the State Association. Each district must file a copy of its constitution and bylaws with the Board of Directors for approval before the district shall be authorized to function as a subdivision of the State Association.

Article XIII—Quorum

Fifty per cent of the officers plus a majority of the registered delegates at the Associations Annual Convention shall constitute a quorum. For meetings of the Board of Directors, at least fifty per cent of the Board members must be present to conduct any official business. At any time when it becomes necessary to submit a matter to the vote of local unit delegates for a decision, then a majority of the registered local units at a given convention must be represented.¹³

Article XIV—Amendments

Proposed amendments to this constitution must be offered in writing to the Executive Secretary at least 60 days before the annual meeting. The Executive Secretary shall mail all such proposed amendments to each local unit secretary and publish same in the official organ of the Association. The Board of Directors shall report all such proposed amendments, with their recommendations, to the Association not later than the day before the vote is to be taken. A proposed amendment, when approved by two-thirds of the voting members present, shall become a part of this constitution.¹⁴

Article XV—

Parliamentary Procedure

The latest edition of Roberts Rules of Order shall be the guide in any other parliamentary procedure not already specifically outlined in this constitution.

(Adopted at the 83rd Annual Convention March 9-21, 1964, Raleigh, North Carolina. Effective 6:00 P.M., March 21, 1964.

- 1 As amended by 83rd Annual Convention.
2 Ibid.
3 Ibid.
4 Ibid.
5 As amended by 80th and 83rd Annual Conventions.
6 As amended by 80th and 83 Annual Conventions.
7 Sections 1-6, as amended by 83rd Annual Convention; Section 7, as amended by 73rd Annual Convention.
8 As amended by 70th Annual Convention.
9 As amended by 72nd Annual Convention.
10 As amended by 83rd Annual Convention.
11 As amended by 81st Annual Convention.
12 As amended by 81st Annual Convention.
13 As amended by 83rd Annual Convention.
14 As amended by 70th Annual Convention.

Special Features

Notables Benefit Banquet Held

In spite of the snow, which caused the postponement of the NCTA Notables Benefit Dinner, originally scheduled for January 26, and held February 7, at the North Carolina College Cafeteria, the dinner was termed a success by W. R. Collins, Hammocks Expansion Director. The spirit of cooperation of many teachers and friends of the North Carolina Teachers Association was evidenced by the fact that they were present with their gifts and pledges of \$100, \$75 and \$50. Two hundred and ninety-seven (297) invitations were sent to potential Hammocks Notables Benefit Banquet participants, representing possible minimum pledges of \$22,750. To the date of the banquet, pledges of \$4,390 had been registered, leaving a minimum of pledges (balance to be expected from persons contacted) amounting to \$18,360. As of February 7, \$1,929.25 had been received as initial payments on pledges. \$131.25 was received at the banquet, with \$299.50 indicated to be paid at the banquet, still due, which would make an initial amount of cash realized from the banquet, \$2,360. This total will be considerably increased when the 182 potential participants are heard from.



"PARTICIPATE IN GOOD GOVERNMENT", HUNT URGES — Standing is Joseph M. Hunt, chairman, N. C. Highway Commission (banquet speaker) who is urging the teachers to participate actively in Good Government. Other "Notables" seated at the head table are, left to right: Dr. J. W. Seabrook, president emeritus, Fayetteville State College; William Jones, business manager, North Carolina College; Dr. John W. Wheeler, president Mechanics and Farmers Bank; Dr. Rudolph Jones, chairman of the Operations and Promotions Committee of the Hammocks; Mrs. Geneva Bowe, NCTA Secretary; M. M. Daniels, vice-president, NCTA; E. B. Palmer, executive secretary; Mrs. Edna Richards, executive secretary NCACT; Mrs. Rudolph Jones; Mrs. Samuel Massie; and Thomas C. Ellis, state parks commissioner.



NOTABLES BENEFIT BANQUET — Some of the participants.

The banquet speaker Joseph M. Hunt, chairman, N. C. Highway Commission, addressed the group on the subject "Good Government." He challenged the teachers to interest themselves in the cause of good government by their active participation. Mr. Hunt paid tribute to outstanding Negroes who had the courage to "stand up and be counted."

Dr. S. E. Duncan, president, North Carolina Teachers Association, pointed out the outstanding features of the Hammocks as a place for relaxation and education, and a place which "we look to for development as a contribution to North Carolina." Dr. Duncan stated that "it will take finance to do the job of developing the Hammocks, which is not just for the teachers and children, but for all of the people of North Carolina and for the progress of the state."

Mrs. Geneva Bowe, NCTA Secretary paid tribute to Mrs. Josephine Sharpe, wife of the donor of the Hammocks property. In a telegram, Mrs. Sharpe asked the teachers to "restore my faith in you." Mrs. Bowe declared that the "Chapel and Garden," (a phase of the Hammocks Expansion) will be an eternal memorial to the late Dr. William Sharpe, and Mrs. Josephine Sharpe."

Greetings were given by Dr. Rudolph Jones, chairman of the Operations and Promotions Committee of the Hammocks, who also served as toastmaster.



TELEGRAM FROM MRS. SHARPE PLEADS WITH TEACHERS TO RESTORE HER FAITH IN THEM — Mrs. Geneva Bowe, NCTA secretary reads telegram from Mrs. Josephine Sharpe, wife of the late Dr. William Sharpe, donor of the Hammocks property. Mrs. Sharpe asked for restoration of her faith in the teachers of North Carolina.

Responses were made by Dr. J. W. Seabrook, president emeritus, Fayetteville State Teachers College; and Mrs. Edna Richards, executive secretary, North Carolina Association of Classroom Teachers. Dr. Seabrook called attention to the unselfish spirit of the late Dr. Sharpe who donated more than 4,000 acres of valuable property (The Hammocks) to the North Carolina Teachers Association. Dr. Seabrook named some of the



"CLASSROOM TEACHERS WILL RISE TO THE CHALLENGE!" — Mrs. Edna Richards, executive secretary, NCACT expresses faith that the Classroom Teachers will rise to the challenge of the Hammocks Expansion program,

early promoters of the Hammocks Expansion program. Among those who gave unselfishly their time in the original building project were Dr. H. L. Trigg, Dr. John Wheeler, Dr. S. E. Duncan, Dr. Rudolph Jones, and W. R. Collins.

Mrs. Richards paid special tribute to all persons who provided funds for the Hammocks Beach. "The decision on what to do with the property, didn't just happen," she stated. "It was built on faith in the teachers of this state, their ability to choose leaders with organized efforts in a vision of the future. She expressed faith that the teachers will rise to the challenge "that will count no cost too great to make the necessary commitment."

The guest speaker was introduced by Dr. John H. Wheeler, president, Mechanics and Farmers Bank, who indicated his great faith and respect for Mr. Hunt. Special guests were presented by E. B. Palmer, executive secretary, NCTA.

The Notables Benefit dinner was sponsored by the Mechanics and Farmers Bank, the North Carolina Mutual Life Insurance Company, and North Carolina College at Durham. The purpose of the event was for the erection of a chapel and garden at the Hammocks, honoring Mrs. Josephine W. Sharpe, and her late husband, Dr. William Sharpe.

A REMINDER

The closing of the Notables Benefit Banquet on February 7, did not close out the opportunity for the remaining 182 persons, who were invited but were unable to attend the banquet. In order to complete the effort for the Sharpe Memorial, we are personally urging the persons who received the original banquet tickets and literature, to pledge at least the minimum amounts \$50, \$75, \$100 or more, and send one fourth of what you pledge in checks made payable to Hammocks Beach Corporation to me at 125 East Hargett Street, Raleigh, N. C. as soon as possible. In this way we will be able to include you with other memorial contributors. Your immediate consideration of this matter is necessary.

The banquet was a beautiful affair, distinctive and professional in every respect, and it was indeed worthy of your support in this respect, and by no means can you permit this important chapter in history to be completed without your financial participation.



APPRECIATION FROM THE HAMMOCKS EXPANSION DIRECTOR — Standing: W. R. Collins, Hammocks Expansion Director, who expresses appreciation to the "Notables" for their enthusiasm and participation at the banquet. Seated: Left to right: Dr. S. E. Duncan, president, NCTA; Joseph M. Hunt, chairman, N. C. Highway Commission (banquet speaker); and Dr. Rudolph Jones, chairman of the Operations and Promotions Committee of the Hammocks, who was toastmaster.

It is very much in order that I emphasize our appreciation for the general support that we received with the banquet effort. The complete NCTA Staff was most cooperative and helpful, and the response by the banquet supporters was most encouraging. Many of the board members indicated pledges ranging from \$25 to \$100; staff members from \$5 to \$100; friends from \$25 and up. Retired teachers had a strong representation at the banquet with pledges from \$5 to \$100.

Many of the persons who were not in attendance at the banquet have indicated to me that their pledges with payments, would be on the way shortly. Will you join this group?

W. R. Collins
Hammocks Expansion Director

Serious Complications Disturb Hammocks Expansion Director

W. R. Collins, director, Hammocks Expansion has noted serious complications which have hampered the program. He has made the following statement: "The inadequate ferry service and delayed action on the bridge lessens interest on the part of the NCTA members and produces slowed up response by members on expansion contributions."

for MARCH, NINETEEN SIXTY-SIX

Slow action by members in making their pledges and making the initial payment on same, together with the incomplete initial details about the bridge as promised, supports Mrs. Sharpe's declared position, that she will not attempt to interest her friends and the friends of her late husband in contributing to the Hammocks Expansion effort, until the members of the Association, and the State Parks officials show greater concern about the proposed bridge and the dream of Dr. Sharpe that the Hammocks be fully developed.

Action:

- The members of NCTA are resigned to the responsibility, of making an all out effort to expand facilities at the Hammocks as far as humanly possible. I firmly believe that by May 31, 1966 the majority of the NCTA members will have registered the \$28.00 pledge with the initial payment of \$10.00 and by November 20, 1966, the second payment of the pledge will have been made.
- That it will be most encouraging and inspiring if the State on the suggested cooperative basis would make the initial move about the promised, much needed bridge, connecting the Hammocks Beach State Park with the Mainland of the Hammocks.
- That with planning progressively in motion as provided in **a** and **b** above, there is no doubt in my mind that Mrs. Sharpe will not only make contact with the family friends in the interest of the Hammocks Expansion, but that she will maintain the provision in her will which provides that one half of her estate will go to the Fresh Air Fund in New York State, and the other half to the Hammocks Beach Corporation. "This she says is her dream and the dream of her late husband."

Hammocks Beach Corporation

JANUARY 1, 1965 - DECEMBER 31, 1965

Treasurer's Report	Regular Account
Balance forward January 1, 1965	\$1,352.48
Receipts	
Capital Funds Transfer	\$2,500.00
North Carolina Teachers Association	3,000.00
Remittances—Mr. Wynn, Manager	
rental of cabins, etc.	498.00
Sale of Bumper Stickers	212.65
Total received and brought forward	6,210.65
	7,563.13
Disbursements	
Carolina Tel. and Tel.	218.86
Carolina Power and Light Co.	723.58
Upkeep, mowing grass, minor repairs, etc.	496.74
W. R. Collins	2,783.48
J. Wynn	415.00
Secretarial service for Mr. Collins	67.98
Irving Swain Press	270.81
Rhue Hardware	74.01
Travel	15.00
J. D. Hinton Photography	123.60
Piggly-Wiggly Grocery—supplies	10.96
Williams Office Machine—typewriter repair	5.00
Swansboro Cleaners—laundry service	218.29
Belk-Hensdale—4 doz. sheets	103.08

Morton Construction Co.—repairs	58.40
North Carolina Intangible Tax for 1964	1.23
Onslow County Tax Collector	266.63
Creative Graphics—bumper stickers	142.88
Service Charges—bank	5.28
Balance as of December 31, 1965	6,000.81
Capital Funds Account	1,562.32
Balance forward January 1, 1965	\$7,491.62
Receipts	
Contributions—Teachers and School Personnel	\$2,434.33
(Designated for Construction—\$212.00)	2,434.33
	9,925.95
Disbursements	
Bankers Fire and Casualty Company	1,163.00
O. R. McCausley—14 loads Marl Spreading	252.00
Matthew Hunter—barbecue pit	124.25
Boomtown Furniture Company	419.40
Morton Construction Company—painting	1,090.40
Transfer to Regular Account	2,500.00
Checks charged against account because of non-payment	55.00
Bank's service charge for handling checks charged back .....	.45
Total Disbursements	5,604.50
Balance as of December 31, 1965	4,321.45
Respectfully submitted, J. H. Wheeler, Treasurer	

AUDITOR'S REPORT

Audit Report as submitted by Nathan T. Garrett, Certified Public Accountant, 213½ W. Main Street, Durham, N. C.
December 3, 1965

Board of Directors

NORTH CAROLINA TEACHERS ASSOCIATION (A North Carolina Nonprofit Corporation) STATEMENT OF FINANCIAL CONDITION AUGUST 31, 1965 ASSETS

Current Assets

Cash—		
Cash in checking accounts	\$ 6,298.28	
Cash in savings accounts—		
Mechanics & Farmers Bank	\$10,236.12	
Mutual Savings & Loan	1,823.63	
Raleigh Savings & Loan	12,395.98	24,458.73
Petty cash fund	25.00	\$30,782.01
Net due from rental agent for August rents	248.92	\$31,030.93
Investments at Cost		
U. S. Government Bond ..	\$ 1,000.00	
Mutual Savings & Loan Certificates	8,000.00	
Raleigh Savings & Loan Certificates	2,000.00	11,000.00
Property Assets at Cost (Note A)		
Furniture and equipment	\$21,477.66	
Headquarters land and building	55,000.00	76,477.66
Total Assets		\$118,508.59

LIABILITIES AND MEMBERS' EQUITY

Liabilities — Current		
Accounts payable (Note B)	\$ 1,302.86	
Note payable to Mechanics & Farmers Bank (due November, 1965)	15,000.00	\$16,302.86
Members' Equity		
Reserve for building and equipment (Note A)	\$76,477.66	
Unrestricted equity (Exhibit II) (Also, Note A)	25,728.07	102,205.73
Total Liabilities and Members' Equity		\$118,508.59

NORTH CAROLINA TEACHERS ASSOCIATION

(A North Carolina Nonprofit Corporation)
NOTES TO THE STATEMENT OF FINANCIAL CONDITION
AUGUST 31, 1965

Note A. Property and Equipment

Property and equipment is carried at original cost with no provision for depreciation. Such procedure is normal in the accounting for nonprofit organizations. However, because section of the Balance Sheet. The Unrestricted Equity shown under Members' Equity therefore represents the net assets of the association which are available for immediate use during the coming year.

Note B. Accounts Payable

The accounts payable represent liabilities to regular creditors of the association for goods and services provided by them before the close of the year on August 31, 1965. In most cases the liabilities were incurred in late August and were unpaid at the close of the year because of the normal interval between receipt of statements and payment thereof required by the association's regular office procedures.

The nature of the balance is as follows:

Association office expenses	\$ 904.20
Leadership Conference	197.93
NEA Convention (W. R. Collins)	122.40
P. R. & R.	41.48
NEA Coordinating Committee	36.85
	\$1,302.86

NORTH CAROLINA TEACHERS ASSOCIATION (A North Carolina Nonprofit Corporation) STATEMENT OF CHANGES IN MEMBERS' EQUITY FOR THE YEAR ENDED AUGUST 31, 1965

	Reserve for Building & Equipment	Unrestricted Equity
Balance at August 31, 1964	\$74,962.11	\$22,746.14
Add, Equipment purchases during the year	1,515.55	
Amount by which the total cash receipts exceeded the total cash expenditures for the year ended August 31, 1965 per Exhibit III		17,546.96
Net decrease in accounts payable balance		459.82
Deduct, Net decrease in amount due from rental agent		24.85
Note payable to Mechanics & Farmers Bank		15,000.00
Balance at August 31, 1965 —		
Per Exhibit I	\$76,477.66	\$25,728.07

Exhibit III

NORTH CAROLINA TEACHERS ASSOCIATION (A North Carolina Nonprofit Corporation) COMPARATIVE STATEMENT OF CASH RECEIPTS AND CASH EXPENDITURES FOR THREE YEARS ENDED AUGUST 31, 1965, 1964, 1963

Cash Receipts:

	1965	1964	1963
Membership dues	\$127,428.00	\$123,990.00	\$ 95,870.00
Student N.C.T.A. & NEA dues ..	984.00	889.00	500.00
Placement Bureau	37.00	38.00	73.00
N. E. A.	5,841.27	5,156.60	2,604.45
Teacher's Record —			
Advertising & Subscriptions	1,553.34	1,718.27	2,336.56
Rent — gross	5,460.00	6,197.75	7,270.50
N.E.A. & A.T.A. dues collected	69,151.00	82,600.00	
Loans	23,000.00		
Other receipts	3,118.86	6,704.15	1,191.63
Total	\$236,673.47	\$227,293.77	\$109,846.14

Cash Expenditures

Elected officers—honorarium	\$ 1,800.00	\$ 1,800.00	\$ 2,000.00
Elected officers—office expense ..	792.28	1,475.30	939.21
Salaries	44,712.88	44,187.91	30,299.37
Travel	7,309.35	5,794.79	3,473.62
Office expense	6,910.95	8,462.36	4,491.29
Committee expense	4,209.10	7,099.02	5,554.00
District meetings	7,970.97	7,130.17	7,258.08
Annual Convention—net cost	3,519.01	2,868.74	2,556.46
Division, department and sections ..	16,146.22	13,567.33	12,675.94
N.E.A. Convention delegates	4,696.88	7,769.23	4,520.96
Administration	5,662.85	5,115.82	5,274.96
Publications	13,348.07	12,107.77	11,675.19
Gifts and memberships	3,639.66	3,679.84	3,600.00
Legal Counsel	1,000.00	1,000.00	1,000.00
Headquarters building	8,609.97	10,276.17	6,744.74
Special renovation & decorations ..	1,780.67		
Hammocks Beach appropriation	1,807.47	3,000.00	3,000.00
Other conferences and meetings	4,153.11	4,470.50	1,713.85
Credit Union	1,500.00	1,365.61	964.64
Koontz campaign	100.00	5,383.89	881.93
N.E.A. & A.T.A. student dues transmitted	69,528.00	82,633.00	
Bad checks	212.00	300.00	
Bank error			171.92
Loan repayment —			
Raleigh Savings & Loan	8,000.00		
Interest expense	101.92		
New equipment	1,515.55	1,604.56	6,438.33
Total	\$219,026.51	\$231,002.01	\$115,234.48
Net Cash Receipts (Deficit)	\$ 17,546.96	(\$ 3,708.24)	(\$ 5,388.34)
Add, Cash Balance at 8-31-65	13,235.05		
Cash Balance 8-31-64 per Exhibit I	\$ 30,782.01		

Southern Teachers Agency of Richmond

SERVICE TO
TEACHERS & ADMINISTRATORS
OUTSTANDING VACANCIES —
NORTH & SOUTH
FRANK W. HURLEY

213 Broad-Grace Arcade, Richmond, Va.

Telephone: 703 - 643-6314

MEMBER — NATIONAL ASSOCIATION
OF TEACHERS AGENCIES

Camping At The S. B. Simmons Memorial FFA Camp, Hammocks Beach Swansboro, North Carolina

By W. T. Johnson, Assistant Supervisor, Vocational Agriculture

The history of camping for former NFA members in North Carolina dates back to 1927. This was a week-end outing for about 35 boys held at Pitt County Training School, Grimesland, under the leadership of the late S. B. Simmons.

In 1932, the first full-fledged state camp was held at Kittrell College in Vance County. A. H. Peeler, Principal of Price High School, Greensboro, was camp director of this pioneering effort.

It was realized that because of the distance and the poor roads, one camp would not serve the boys all over the state. So two district camps followed — one at Chowan Beach, near Winton and a Boy Scout Camp near Kings Mountain. W. T. Johnson, who worked with the late S. B. Simmons, served as director. Before plans were completed for developing a permanent camp site World War II came along and delayed plans temporarily.

The permanent plans for a camp were resumed in 1953, when 27 acres of land were leased from the Hammocks Beach Corporation for fifty years, with the privilege of renewing the lease. At this point a Camp Fund-raising Campaign was started with NFA members and friends of youth. During this period plans were being developed, and we camped for two summers on the site in old army tents, and had meals at the North Carolina Teachers' headquarters.

The third summer (1956) the administration building, dining hall and bath house were completed, and this summer we lived in the administration building and tents.

The next year we completed eight cabins, bought the necessary dining hall equipment, and used the facilities for the first time in 1957. In July of that year at the annual summer conference, the camp was named "The S. B. Simmons NFA Camp." July 30, Mr. Simmons died.

The camp is located on the banks of Queen's Creek, a little more than a mile from the Atlantic Ocean, on property made available for this purpose by the late Dr. William Sharpe. This 4,500-acre tract of land was deeded to the North Carolina Teachers' Association by Dr. Sharpe, and is under the direct control of the Hammocks Beach Corporation.

The camp is under the general management of the FFA Board of Directors, and in January, 1966 the name was changed to The S. B. Simmons Memorial FFA Camp.

To date, the following facilities are available:

1. Administration building includes space for kitchen and dining hall with lodging facilities for cooks and camp official.
2. Eleven cabins that will house 20 boys and 4 advisors each.
3. One bath house for boys.
4. One bath house for girls.
5. One swimming pool with bath for both boys and girls.
6. One asphalt court for basketball.
7. One asphalt court that can be used for tennis, volleyball or basketball.
8. Area for softball.
9. Two rowboats.
10. Assembly and recreation building with library, shuffleboard and classroom.

All buildings are constructed of cinder block with concrete floors. Dining room and recreation building have asphalt tile on floors.

Since the State Park (with life guard and bath house) is in close proximity to our camp, all campers are urged to visit one of the most beautiful beaches on the east coast. Free ferry service is available every hour. It must be a visit organized by the camp management or by the advisors.

All advisors are requested to participate in the planning of the afternoon programs and tours. All campers must be under the watchful eyes of the advisors. One group may be fishing, one group may be boating, one group may be playing games, or one group may go to the beach, in either case, one or more advisors must be in charge.

The camping program at The S. B. Simmons Memorial FFA Camp is no different from that of other camps. The major objectives are to give each camper a true sense of values and to awaken in him a desire to develop into a fine person.

LEADERSHIP

Every youth attending the camp receives leadership training from the beginning. His educational program really begins when he reaches camp. Counselors, or their representatives, re-

SUMMARY

gister them upon reaching the camp. The camp director distributes to each an outline of the camping activities and makes assignments to cabins. Each camper then receives practical experience in getting his home in order for the next five days; he meets other FFA Chapter members; the cabins are organized individually, and, in each, a candidate is selected to run for camp chief. A committee is appointed to prepare the ballot.

Assistance is given the candidates in preparing for campaign speeches, which are given on the first night of camping immediately after the 8:00 P.M. Vesper Service. (Assignments are made for planning vesper service — campers from each cabin participating one night during the week). Tuesday morning following breakfast the voting is conducted by the use of secret ballot. (If possible, the voting is done Monday night).

Advisors are assigned as counselors for each cabin, and one teacher is elected as chief counselor to work with the camp chiefs. The chief counselor, the chief, the advisor of each cabin, and the candidate who runs for chief serve as a camp counselor to handle any problem that arises at camp during the week. Campers are organized for instruction and recreational activities, and advisors are assigned to work with each group.

RECREATION

Much time is spent by those in charge of the camp program in planning wholesome recreation, which is engaged in during the afternoons and at other leisure times. Usually, the afternoons are spent participating in volleyball, softball, basketball, horse-shoe pitching, swimming, fishing, boating or nature study. No camper is permitted in the water unless the life guard is on hand.

After the evening vesper services, there may be conducted fish-fries, stunts programs, talent hunts and dramatics. While this might be considered recreation, it, too, is a form of leadership for the campers carrying out these activities under the watchful eyes of the advisors, counselors, and camp director.

EDUCATION

Arrangements are made for organized instruction in class for two one-half days each week. Each youth attending the camp receives training in arts and crafts, practical electricity and swimming. A special instructor gives training in arts and crafts; representatives from Duke Power, Carolina Power and Light Company, the Virginia Electric Power Company guide the boys in the practical use of electricity. The life guard gives instruction in swimming and water safety.

In carrying out all activities of the camp, campers are given participating leadership experiences in planning the activities, preparing speeches, presiding over meetings, participating in the discussions, preparing programs for Vesper Services and planning evening entertainment. Too, all activities are designed to supplement the campers' educational, recreational and leadership experience. Join your friends and fellow FFA members and advisors at the Simmons Memorial FFA Camp for a week of fun.

CAMPING ATTENDANCE, 1954 - 1965

1954	318	1960	904
1955	249	1961	963
1956	383	1962	1222
1957	555	1963	1468
1958	679	1964	1602
1959	829	1965	1095

CAMPING SCHEDULE, 1966

Date	Group(s)
June 6-10	Inborden and Taylor
June 13-17	Brown and Jamieson
June 20-24	Berry O'Kelly and Anderson
June 27-July 1	Cotton-Merrick
July 4-8	Dudley and Beverly
July 11-15	Bias
July 18-22	Atkins and Price
July 25-29	Smith

Any FFA advisor not included in the groups above may make application with the group he would prefer.

If a school wishes to attend camp other than the period assigned, written request may be made; and, if space is available, the campers will be accepted.

Any group may come to camp Sunday afternoon, but should bring lunch because the first official meal is served Monday. A group deciding to come in Sunday should notify the camp director.

Any advisor may make application to attend camp with a deposit of \$1.00 per person. This \$1.00 will reserve space until 1:00 P.M. Monday of the camping period and may be applied to the camping fee.

The total camp fee is \$13.00 per week, paid upon reaching camp. With 10 or more in party, the 11th person will be admitted free.

The camp will be made available for adults on week-ends, but prior arrangements should be made with the director.

For further information write:

W. T. Johnson, Assistant Supervisor
Vocational Agriculture
A & T College
Greensboro, North Carolina

NEW MULTI-MILLION DOLLAR INSURANCE BUILDING TO BE DEDICATED

The weekend of April 1, in Durham, North Carolina will be highlighted by the dedication of the new multi-million dollar Home Office Building of the North Carolina Mutual Life Insurance Company. This building represents over a half century of progress by the American Negro — a minority group. It stands as a testimonial to the labors of the founders and present officers and the support of those who contributed to the growth of the company.

Dr. Asa T. Spaulding, president of the North Carolina Mutual Life Insurance Company has stated that "This new Home Office Building is **more** than an office building. It is a **symbol** of Negro enterprise and of what can be accomplished by a minority group in a democracy and under the free enterprise system. It also stands as an eloquent witness to the indomitable determination of the American Negro to take full advantage of his opportunities to win his way in American life with dignity and honor," he declared.

Government, Education, Business, Industry, Labor, the Arts, Sciences and the Professions are cooperating in planning the dedication activities.

One of the features of the dedication will be a **Symposium**. The major emphasis of this Symposium will be on the Negro's achievement, and/or contributions to American life — past, present, and projections as to the future. Dr. Spaulding stated that, "It is our feeling that the **positive**, as well as the negative image of the Negro should be projected from time to time, since the whole of his life in America has not been confined to the ghettos, nor all of his



Lower Falls, Yellowstone

A Teacher's Summer...

ESPECIALLY FOR TEACHERS...Announcing Wachovia's popular summer loan plan for 1966. Here's a wonderful opportunity for healthful recreation, stimulating travel or further education... with Wachovia's summer loan plan for teachers. No summer payments. Attractive rates. No collateral needed. Personal interview unnecessary. Loan plan begins May 1. Write to Wachovia Bank in Goldsboro for your application now.

WACHOVIA
BANK & TRUST COMPANY
Goldsboro, North Carolina

effort to perpetrating crimes. On the contrary, the Negro with his limited opportunities, has demonstrated his **power to become** an asset in many fields; and, in many instances, has raised himself "by his own bootstraps."

On Friday, April 1, there will be Seminars in the fields of: 1. Business and Professions; 2. Communications; 3. Education;

4. Government, Public Policy, and Political Action; 5. Labor; 6. Literature and the Arts; 7. Religion; 8. The Sports.

The formal Dedication ceremony will take place Saturday, April 2. There will be an unveiling of the State Seals by the Governors and/or other State Officials of the states in which the Company operates.

Free Tickets For "The Lost Colony"

Free tickets to North Carolina's famed outdoor historical drama, "The Lost Colony", are available to sixth and seventh grade history students and their teachers merely "for the asking".

Authored by Pulitzer Prize-winner Paul Green, "The Lost Colony" has been presented in the Waterside Theatre on the Fort Raleigh National Historic Site near Manteo, N. C. for 25 summer seasons since 1937 (it was suspended four years during World War II). The 1966 dates are June 24 through August 28, every night except Sunday at 8:15 (EST).



HUMAN TOTEM POLE — One of the spectacular scenes in "The Lost Colony" outdoor symphonic drama is a human totem pole of harvest-celebrating Indians. "The Lost Colony" will have its 26th production season June 24 - August 28, 1966 in the Waterside Theatre, Fort Raleigh National Historic Site, Roanoke Island, Manteo, N. C. (Photo by Aycock Brown)



LIFE AMONG ENGLISH COLONISTS — Audiences of "The Lost Colony" outdoor symphonic drama near Manteo, N. C., see how 16th century English colonists lived on Roanoke Island in America during Sir Walter Raleigh's attempts, 1584-87, to extend the British empire to the "New World". The 1966 season of "The Lost Colony" drama is scheduled June 24 - August 28 at the Fort Raleigh National Historic Site on Roanoke Island. Photo by Aycock Brown)

Mrs. Fred W. Morrison, Producer and Chairman of the sponsoring Roanoke Island Historical Association, has announced that teachers of American history may obtain free tickets for their students by writing a letter or post card to THE LOST COLONY, Box 68, Manteo, N. C., giving the following information: Number of students in class, name of school, mailing address, and the name of the teacher. Requests should be made in time for the tickets to be received and distributed before the end of the current school year.

Along with the student tickets in the number requested, and a like number of brochures describing "The Lost Colony" drama, a complimentary reserved seat ticket will be mailed for the personal use of the teacher. All tickets are good for any of the 57 performances scheduled this summer.

"We are anxious for all students of American history, and their teachers, to see 'History's Greatest Mystery' — the trials, tribulations and disappearance of 'The Lost Colony' — come alive on the mammoth stage in

our 2,000-seat amphitheatre," Mrs. Morrison said. "We feel that everyone should know about Sir Walter Raleigh's attempts to establish the first English colony on Roanoke Island in the 1580's — 20 years before Jamestown and 30 years before Plymouth Rock," she added.

The birth and baptism of Virginia Dare, first child on English parentage born in America, is told in the symphonic drama, combining music, dancing and pantomime, and performed by a cast of 100 Indian, colonist and English royalty actors and actresses.

Adjacent to "The Lost Colony" theatre is the National Park Service historical Visitor Center (museum) at Fort Raleigh and the Elizabethan Garden. Nearby on the Dare Coast — Outer Banks are Kitty Hawk and Kill Devil Hills, site of the Wright Brothers first powered airplane flight; and the Cape Hatteras and Bodie Island lighthouses, with accompanying museums of the sea. Reached by free State ferry from Hatteras Island is quaint and historical Ocracoke Island where Blackbeard the Pirate had his hang-out.

News From Teachers Association Of Texas

In its regular meeting on Saturday, January 8, 1966, the Executive Committee of TSAT adopted a resolution which asserts: "... upon approval of the Delegate Assembly, the Teachers State Association of Texas will terminate operation by September 4, 1966."

There is general feeling that the Delegate Assembly will approve the proposal.

Several considerations were taken into account in proposing that TSAT terminate operation this September: (1) desegregation is widespread and initial faculty integration has surpassed expectations; (2) State of officials (Texas Education Agency) have demonstrated their intentions to press for compliance with provisions of the Civil Rights Act which prohibits assignment of teachers on the basis of racial background of pupils; (3) many local units have integrated and others have announced dates for completion of merger plans; (4) TSAT lost approximately 3,000 members in 1965-66 — approximately \$30,000 of its budget; and (5) efforts on the part of many superintendents to assist in relocating displaced teachers.

There was a recognition that minority group teachers will face peculiar problems for an indefinite time. Hence, the Executive Committee approved a plan to structure a plan which will provide TSAT members and other minority group teachers some protection against discriminatory practices that may

The following is a copy of the Prospectus for a proposed welfare organization. It appears that this proposal will be enthusiastically received.

Prospectus Of A Proposed Welfare Organization Commission On Democracy In Education

A Proposed Nonprofit
Organization to be Established
and Operated throughout the
State of Texas
Beaumont, Texas
October 21, 1965

HISTORICAL BACKGROUND

The "Colored Teachers Association of Texas" established the Commission on Democracy in Education to facilitate action against discrimination in Education. Though limited in financial resources and often beset with disagreements about procedures, the Commission can count some significant achievements in its brief history.

In the fight to equalize salaries of Negro and white teachers, plans and organizational efforts were given special help by the Commission on Democracy in Education. Admittance of Negroes to the University of

Texas is another achievement in which the Commission can claim credit.

Research reports of the Commission highlighted wide differences in the opportunity for education in Texas. Also, the director of the Commission, the late Dr. Joseph J. Rhoads, was a dynamic and fearless leader who championed the cause of justice with dignity.

Since 1960, the Commission on Democracy in Education has carried out some special assignments. The assignments have been limited to legislation in the interest of teachers and removal of barriers which inhibit full participation in American life. Some specific achievements can be cited in the recognition gained at local, state and national levels.

Because the conditions which gave rise to organization of the Commission in the first place will persist for an undetermined time, it appears realistic to establish the Commission on Democracy in Education as a special agency to safeguard rights of teachers.

While we look forward to help from NEA, as our national professional organization, it seems wise to remind ourselves that there is need for some organized structure to continuously prod NEA into actions which we know are necessary to protect rights of teachers.

A further consideration is the need to provide help for those teachers who are engaged in litigation and others who are in the process of filing complaints about their grievances with school officials. The Commission could be very helpful in fulfilling the commitments of TSAT in matters of welfare.

* * *

I. NAME AND PURPOSES

A. The proposed organization would be an incorporated nonprofit organization,

known as the Commission on Democracy in Education; or, the Texas Commission on Democracy in Education.

- B. Primary concern of the proposed Commission would be teacher welfare; specifically, the Commission would be chiefly concerned with particular problems of individual teachers whose professional or employment rights were unduly menaced or threatened. Attention would be given to some general problems of teachers and the teaching profession, such as improvement of working conditions, enactment of desirable legislation and similar matters.

II. ORGANIZATION AND CONTROL

- A. The Commission on Democracy in Education would be composed of individual and

group membership. Persons sympathetic to the cause espoused by the proposed organization would become members by making annual contributions. Group membership privileges would be extended to "faculty clubs," parent teachers associations and other groups engaged in activities related to education.

- B. Control of the proposed organization would be vested in a Representative Assembly, composed of individual and group delegates elected for representation at annual meetings.

III. OFFICERS

- A. Officers of the proposed organization would be: (1) Board of Directors, (2) Executive Secretary-Treasurer, (3) Legal Counselor and (4) Field Representative.

- B. Powers and duties of officers would be set forth in bylaws of the organization.

IV. DIVISIONS AND DEPARTMENTS

Such Divisions and Departments as considered helpful in promoting working of the proposed organization would be established in the bylaws.

V. INCOME

- A. Annual contributions from teachers and "faculty clubs" would be solicited.
- B. Special contributions would be solicited from philanthropic organizations, foundations and welfare agencies.
- C. Grants would be sought from various federal agencies.
- D. Endowments would be solicited from groups and organizations.

WINSTON-SALEM STATE COLLEGE

Winston-Salem, North Carolina
Authorized to Operate Under The

North Carolina Approved Program Approach To Teacher Education and Certification

MEMBERSHIP IN:

The Southern Association of Colleges and Schools
The American Association of Colleges for Teacher Education
American Council on Education
The North Carolina College Conference
Association of State Colleges and Universities
College Entrance Examination Board

ACCREDITED BY:

The North Carolina Department of Public Instruction
The Southern Association of Colleges and Schools
The National Council for Accreditation of Teacher Education

OFFERING THE FOLLOWING

B. S. DEGREE IN

Elementary Education
Biology
Health and Physical Education
Music
Nursing
Secretarial Science
Business Education

A. B. DEGREE:

With majors in English and History and Minors in:

Mathematics English
Chemistry Library Science
Art Education Music
Biology History
Health and Physical Education

1966 SUMMER SESSION

Offers a variety of courses for in-service teachers and college students.

The Summer Term Begins June 13 and Ends August 12

The 1966-67 Term Begins September 11

For Further Information, Write:

Dr. Lafayette Parker
Director Summer School
Winston-Salem State College
Winston-Salem, North Carolina

Mrs. Fannie M. Williams
Admissions Officer
Winston-Salem State College
Winston-Salem, North Carolina

"American Negroes have been another nation..."

Excerpts from an address by
PRES. LYNDON B. JOHNSON
Howard University, June 4, 1965

... In far too many ways American Negroes have been another nation, deprived of freedom, crippled by hatred, the doors of opportunity closed to hope.

In our time change has come to this nation, too. The American Negro, acting with impressive restraint, has peacefully protested and marched, entered the courtroom and the seats of government, demanding a justice that has long been denied.

The voice of the Negro was the call to action. But it is a tribute to America that, once aroused, the courts and the Congress, the President and most of the people, have been the allies of progress...

The voting rights bill will be the latest and among the most important in a long series of victories. But this victory, as Winston Churchill said of another triumph for freedom, is not the end: it is not even the beginning of the end.

But it is, perhaps, the end of the beginning. That beginning is freedom and the barriers to that freedom are tumbling down.

Freedom is the right to share, share fully and equally in American society, to vote, to hold a job, to enter a public place, to go to school. It is the right to be treated in every part of our national life as a person equal in dignity and promise to all others.

But freedom is not enough. You do not wipe away the scars of centuries by saying now you're free to go where you want and do as you desire and choose

THE NAACP LEGAL DEFENSE AND EDUCATIONAL FUND... has been responsible since 1939 for 90 percent of all action in the courts to secure the constitutional rights of Negro Americans.

- The Fund has this year launched intensive programs to secure broad scale enforcement of provisions of the 1964 Civil Rights Act guaranteeing full equality in education, health care, housing and employment.

- Fund lawyers are currently defending 17,500 individuals arrested in peaceful protest demonstrations against discrimination, including members of the NAACP, CORE, the Southern Christian Leadership Conference and the Student Non-Violent Coordinating Committee.

- Sixty-one cases in which Fund lawyers represented Negro citizens were taken to the U. S. Supreme Court in the past two years.

- In 273 separate court actions, Fund lawyers challenge segregation and discrimination in every area of life in which the Negro is disadvantaged.

The NAACP Legal Defense and Educational Fund depends entirely on the voluntary contributions of concerned citizens for its budget of \$1,716,000 to cover essential expenses of this massive legal operation in behalf of racial justice.

the leaders you please. You do not take a person who for years has been hobbled by chains and liberate him, bring him up to the starting line of a race and then say, you're free to compete with all the others, and still justly believe that you have been completely fair.

For the task is to give 20 million Negroes the same chance as every other American to learn and grow, to work and share in society, to develop their abilities — physical, mental and spiritual — and to pursue their individual happiness...

For the great majority of Negro Americans, the poor, the unemployed, the uprooted and the dispossessed, there's a much grimmer story.

They still, as we meet here tonight, are another nation. Despite the court orders and the laws, despite the legislative victories and the speeches, for them the walls are rising and the gulf is widening and here are some of the facts of this American failure:

Thirty-five years ago, the rate of unemployment for Negroes and white was about the same. Tonight the Negro rate is twice as high.

In 1948, the 8 per cent unemployment rate for Negro teenage boys was actually less than that of whites. By last year, that rate had grown to 23 per cent as against 13 per cent for whites, unemployed.

Between 1949 and 1959, the income of Negro men relative to white men declined in every section of this country. From 1952 to 1963, the median income of Negro families compared to whites actually dropped from 57 per cent to 53 per cent.

In the years 1955 through 1957, 22 per cent of experienced Negro workers were out of work at some time during the year. In 1961 through 1963, that proportion had soared to 29 per cent. Since 1947, the number of white families living in poverty had decreased 27

per cent, while the number of poor nonwhite families decreased only 3 per cent.

The infant mortality of nonwhites in 1940 was 70 per cent greater than whites. Twenty-two years later it was 90 per cent greater. Moreover, the isolation of Negro from white communities is increasing rather than decreasing, as Negroes crowd into the central cities and become a city within a city.

Of course, Negro Americans as well as white Americans have shared in our rising national abundance, but the harsh fact of the matter is that in the battle for true equality too many, far too many, are losing ground every day

Most of these Negroes live together, a separated people,

and men are shaped by their world.

When it is a world of decay, ringed by an invisible wall, when escape is arduous and uncertain and the saving pressures of a more hopeful society are unknown, it can cripple the youth and it can desolate the men.

American justice is a very special thing. For, from the first, this has been a land of towering expectations. It was to be a nation where each man could be ruled by the common consent of all — enshrined in law, given life by institutions, guided by men themselves subject to its rule. And all — all of every station and origin — would be touched equally in obligation and in liberty.

Beyond the law lay the land. It was a rich land, glowing with

more abundant promise than man had ever seen. Here, unlike any place yet known, all were to share the harvest. And beyond this was the dignity of man.

Each could become whatever his qualities of mind and spirit would permit to strive, to seek, and if he could, to find his happiness.

This is American justice. We have pursued it faithfully to the edge of our imperfections and we have failed to find it for the American Negro.

So it is the glorious opportunity of this generation to end the one huge wrong of the American nation and in so doing to find America for ourselves with the same immense thrill of discovery which gripped those who first began to realize that here at last was a home for freedom.

ELIZABETH CITY STATE COLLEGE

"Where Youth and the Future Meet"

1891 - 1966
75th Anniversary



"A College
On The Move

SUMMER SESSION

June 13, 1966 - 6 Weeks
July 25, 1966 - 3 Weeks

FALL SESSION

September 8, 1966

Bachelor of Science Degrees Offered in: Art, Biology, Business, Elementary Education, English, Industrial Arts, Music, Health and Physical Education, Science and Social Science.

Scholarships

National Defense Loans

Work Aid Grants

Co-curricular activities:

Cultural

Recreational

Social

Athletic

For Information Write:

Director of Summer Session

Elizabeth City State College, Elizabeth City, North Carolina 27909

Director of Admissions

A Brief Review Of Public School Progress In North Carolina

(Not applicable to higher education, which has made entirely different progress in North Carolina during the 1950's and 1960's)

Ralph W. McDonald

- I. The 1920's—Opportunity for all children and youth
 - Emergence of excellent schools, by standards of the time, serving chiefly the towns and cities in which they are located
 - Increasing interest in education for *all* children
 - The consolidation movement
 - Expansion of high-school opportunities
 - Determined efforts to extend opportunities to all areas of the State
 - Search for a sound and adequate financial basis
 - Increasing demands for State aid
 - Steady, substantial increase in local community levies for school
- II. The 1930's—Crisis and Decision
 - The Great Depression (1929-33)
 - Schools maintained and expanded throughout the State despite the pressures of depression (1930, 1931, 1932)
 - Strain upon local communities, but school enrollment increases
 - The 1933 General Assembly—historic destruction of school support
 - Wholesale elimination, by Legislative Act, of local school levies—The principal support of current school expenditures
 - State support reduced to a pittance of school finance
 - Unprecedented slashing of professional staff salaries in public school—more than 50% reduction in Charlotte and other towns and cities
 - Result: North Carolina schools at their lowest ebb, reduced in financial support to the bottom of all states except Mississippi
 - Educational staffs decimated; schools permanently injured
 - 1934—Beginning of the educational revolution—aroused citizens versus political powers
 - 1935—The State's longest General Assembly session
 - Unparalleled struggle between education-minded citizen-members and the forces behind 1933 Legislative action
 - Some victories for restoring and advancing the public schools
 - Legalization and encouragement of local school support—destroyed in 1933
 - Increase in State aid to schools
 - Increase in teachers' salaries—25% increase in 1935-36, plus 10% further increase in 1936-37
 - Steps toward equalization of opportunity for Negro children, youth, and teachers
 - Citizens aroused throughout the State as the Legislative struggle proceeds
 - Initiation of the continuing contract principle
 - 1936-1939—Steady advancement of school support by continued legislative struggle against weakening political control of former political powers
- III. The 1940's—Forward and Upward
 - Political Change
 - 1940 breakthrough — election of Broughton as Governor
 - General Assembly membership majority favoring good schools
 - 1944 Last "organization-chosen Governor—Cherry
 - 1945 Strong General Assembly support of school progress
 - 1947 General Assembly moves forward in school support
 - 1948 End of the old regime—election of Governor Scott
 - 1949-50 through 1952-53 Steady progress of schools Advancing Rank among states
 - Educational Reorganization

Emergence of Classroom Teachers influence in NCEA

Establishment (1940) and growing influence of United Forces of Education

Board of Education replaces former School Commission

Steady improvement of teaching

Increasing school support by newspapers, radio, and television through their rapidly expanding influence

National prestige achieved by North Carolina for its excellent schools, its competent teachers, its leadership in the educational advances of the South, and the growing education-mindedness of its citizens

Where the State stood in education—1949-50

1. Expenditures per classroom unit

National median: \$4391

North Carolina median: \$3256 (75.1% of national median)

North Carolina rank among the states: 41st

2. Personal Income per classroom unit

National average: \$222,934

North Carolina average \$112,583 (50% of national average)

3. Expenditures as per cent of personal income per classroom unit

National 1.97%

North Carolina 2.91%

North Carolina Effort 1.47 times the average national effort in support of schools, as measured by expenditures in relation to personal income

4. Salaries of Classroom Teachers

From 1949-50 through 1952-53 North Carolina's rank among the 50 states, in average salaries of of classroom teachers, ranged from 22nd to 29th

5. Current expenditures per pupil in average daily attendance:

1951-52 as illustration

North Carolina expenditure per pupil in A D A—72% of the national average

IV. The 1950's (after 1952-53)—Deterioration Incognito

1. Expenditures per classroom unit in 1959-1960

National median: \$7528

North Carolina median: \$4698 (62.4% of national median)

North Carolina rank among the states: 45th

2. Personal Income per classroom unit

National average \$276,269

North Carolina average: \$162,702 (59% of national average)

3. Expenditures as a per cent of personal income per classroom unit

National 2.73% (76% above 1949-50)

North Carolina 2.89% (2% below 1949-50)

North Carolina effort: only 1.06 times the average national effort as compared with 1.47 ratio in 1949-50

4. Classroom Teachers Salaries

By the close of the 1950's North Carolina had fallen from 22nd to 38th rank among the states in average salaries of classroom teachers. Following a brief advance in rank for 1961-62 (The Sanford increase), North Carolina continued to fall in rank among the states—40th in 1964-65.

5. Current expenditures per pupil in average daily attendance: 1959-60

North Carolina expenditure per pupil in A D A — 63% of the National average, despite much more rapid increase of personal income per capita

V. Disillusionment and Challenge in the 1960's
Appraisal of the deterioration (1953-1960)

A. North Carolina median expenditure per classroom unit in 1959-60, *if the effort level of 1949-50 had been continued* would have been \$6524
The actual median in 1959-60 \$4698
Measure of deterioration \$1826 per classroom unit

Ratio of deterioration 28 per cent

B. Classroom Teachers Salaries in 1964-65—North Carolina average, *if rank of 22nd as in 1951-52 had continued*, would have been \$6125

The actual North Carolina

average for 1964-65 was \$5052

Measure of deterioration \$1073

Ratio of deterioration 17.5 per cent

C. Expenditure per pupil in Average

Daily Attendance in 1959-60 *if the 1951-52 ratio of 72% of the National Average, increased in proportion to North Carolina's rising personal income (18% faster than National average during the 1950's)*

(Continued on Page 30)

Letters To The Editor

FAYETTEVILLE STATE COLLEGE

FAYETTEVILLE, N. C.

Established 1877

January 28, 1966

Mr. Elliott B. Palmer
Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

Dear Mr. Palmer:

I want to congratulate and to thank you and your staff for the excellent Hammocks coverage in the January, 1966, issue of the *Record*. I think the cover is beautiful. "The Hammocks Story" beginning on page 18 is the best that has ever appeared in our official publication. I sincerely hope that every NCTA member will read it carefully and act after reading it.

I must also congratulate you for your editorial "A Sad Story." It is indeed so true.

Yours very truly,
/s/ Rudolph Jones
President

1403 Orange Street
Wilmington, North Carolina
January 31, 1966

Dr. Frank B. Weaver
State Supervisor of
Elementary Education
Raleigh, North Carolina
Dear Dr. Weaver:

Your article appearing in the North Carolina Teachers Record, "Appraising School Supervision" hit the nail on the head. *I read it three times before retiring.*

I shall be awaiting your next article with great anxiety.

Very truly yours,
(Mrs.) Jeffrie W. Swain

Note: This is indicative of the kind of compliments I have received.—F.B.W.

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA

RALEIGH

February 2, 1966

Mr. Elliott B. Palmer
Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

Dear Mr. Palmer:

This is to let you know that I am exceedingly grateful to you for the publishing of my address, made to the Raleigh-Wake County School Masters, in the January issue of the North Carolina Teachers Record.

I deeply appreciate the fine editing of the article. Many compliments have come my way regarding the publication procedures as well as the quality of the content.

It is my conviction that the total quality of the North Carolina Teachers Record has been greatly improved under your administration. Therefore, I commend you and Mrs. Keck for the fine job you are doing.

With all good wishes for a good year in 1966 and beyond, I am

Sincerely yours,
/s/ Frank B. Weaver
State Supervisor
Elementary School

Project Re-Ed is seeking outstanding young teachers who wish to expand their professional horizons by entering an exciting new field, the education of emotionally disturbed children. Fellowships are awarded each year for a master's degree program in special education at George Peabody College for Teachers. Fellows receive a stipend of \$3600, with an additional allowance of \$400 for each of the first two dependents. Applicants must be eligible for admission to the graduate school and must have supporting recommendations regarding ability to work effectively with children.
For further information please write:

Project Re-Ed
Box 319

**GEORGE PEABODY COLLEGE
FOR TEACHERS**
Nashville, Tennessee 37203

Post Office Box 601
Goldsboro, North Carolina
December 27, 1965

Mr. Elliott B. Palmer
Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina
Dear Mr. Palmer:

When the officers of the Coastal Plains District of the NCTA learned of the salary scale and the work load of the School secretaries in its district they were surprised and immediately suggested that the school secretaries organize and become a part of the NCTA. The secretaries were very grateful for this opportunity and the response was practically 100% to begin with. Eight of the eleven counties in the district were represented at the first meeting in Kinston, North Carolina in 1964. Ten counties were represented at the second meeting on October 22, 1965 in Goldsboro, North Carolina at Dillard High School.

As chairman of the section I have written every District President in the state informing him of our organization and asking for their assistance in getting the secretaries in the districts organized. To date I have not had any reply from any of them. However, I realize that many of the Districts had met prior to receipt of our correspondence.

We solicit your advice, guidance and assistance. We would like to become officially affiliated with NCTA. However, it would be practically impossible for us to pay the same membership dues that classroom teachers pay. Our salaries just simply could not stand it. With your approval, we would like to request provisions for a sectional meeting during the Association this spring.

Sincerely yours,
/s/ (Mrs.) Willette B. Starke
Chairman, Secretarial Section
Coastal Plains District of NCTA

ANNUAL CONVENTION

(Continued from Page 11)

SECTION OF GRAMMAR GRADES AND PRIMARY TEACHERS

Friday, April 1, 1966 — 11:00 A.M.

Arena Area Memorial Auditorium

Theme: Free To Teach

Presiding: Mrs. Mary P. Reese, Greensboro, N. C.

The Old North State: Gaston-Randolph

Invocation

Greetings: Mrs. Mary P. Reese, Greensboro, N. C.

Introduction of Speaker: Mrs. Susie S. Hilliard, Winston-Salem, North Carolina

Lecture — Demonstration: "A New Look At Art", Mr. Antony Swider, Coordinator of Art, Winston-Salem Unit, Winston-Salem, North Carolina

Election: Grammar Grades Section

Adjournment

JOINT MEETING SECTION OF NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS Friday, April 1, 1966 — 9:00 - 11:00

Southern Room — Memorial Auditorium

Presiding: J. H. Wooten, Goldsboro

Movie: "The Present is Prologue"

SECTION OF SECONDARY SCHOOL PRINCIPALS

Presiding: R. S. Cooper, Pantego

1. Reports of High School Coordinators

a. Activities Coordinating Committee

Speaker: A. B. Reynolds, principal, Anderson Junior High School

b. H. E. Brown, principal, Ligon High School, Raleigh

c. C. B. Stewart, principal Adkins High School, Kinston

2. a. Topic: "Dramatics" — Mr. J. C. Bias, principal, Browley High School, Scotland Neck

b. "Debate" O. A. Dupree, Sampson High School

c. "Music" J. H. Twitty, East Side High School, St. Paul

d. "Honor Society" J. H. Wooten, principal, Dillard High School, Goldsboro

e. "Student Council" R. S. Cooper, Pantego

SECTION OF EDUCATIONAL SECRETARIES

Friday, April 1, 1966 — 4:00 P.M.

Peebles Hotel

Presiding: Mrs. Millie D. Veasey

Program Topic: to be announced

Speaker: Dr. F. A. Toliver, Supervisor of Secondary Education, N. C. Department of Public Instructions

Business Session

Dinner Meeting

A BRIEF REVIEW

(Continued from Page 28)

North Carolina ratio to

National average would

have been 85%

North Carolina actual ratio was 63%

Measure of deterioration 22%

of national average

Applied to 1964-65, for example, such deterioration has reduced North Carolina expenditure per pupil in average daily attendance from

What it should have been \$410

Instead of the actual 322

\$ 88

Statistical Information from NEA Research Division, United States Office of Education.

NDEA INSTITUTE FOR ADVANCED STUDY IN ENGLISH

Fayetteville State College, Fayetteville, N. C.

Advanced Grammar and Composition, Children's Literature and The Teaching of Reading (General English, Grades 1-6 Code E-2) for teachers of the elementary language arts, under Title XI, National Defense Education Act, as amended.

This Institute will be held for seven weeks, from June 13 through July 29, 1966. Completed applications are due March 21, 1966. Apply to Dr. J. E. Corbett, Director, NDEA English Institute, Fayetteville State College, Fayetteville, North Carolina, 28301.

Directory of Local Unit Presidents

COASTAL PLAIN DISTRICT

Mrs. E. H. Dickerson, Prin.
Friendship Elem. School
Box 458
Fremont, North Carolina 27830

Mr. Harris G. Thompson
O'Berry Unit NCTA
O'Berry School
Goldsboro, North Carolina

Mr. A. C. Crowder
Goldsboro City Unit NCTA
Greenleaf School
Goldsboro, North Carolina 27530

Mr. Lamonte Mitchell
Wayne County Unit NCTA
606 Canal Street
Goldsboro, North Carolina

Mr. R. J. Claybrook
Pender County Unit NCTA
West Pender School
Burgaw, North Carolina 28425

Mr. Gerald E. Saunders
Pamlico County Unit NCTA
Pamlico Central School
Bayboro, North Carolina

Mr. Robert McRae
Onslow County Unit NCTA
Box 188,
Richlands, N. C. 28574

Mr. George Tally
New Hanover County Unit NCTA
Gregory Elementary School
Wilmington, N. C.

Mr. C. B. Stewart
Kinston City Unit NCTA
Adkin Senior High School
Kinston, North Carolina

Mrs. Lynetta Vause
Lenoir County Unit NCTA
Route 5, Box 300
Kinston, North Carolina

Mr. John L. Simmons
Jones County Unit NCTA
P. O. Box 65
Pollocksville, N. C. 28573

Mrs. Vera J. Brown
Greene County Unit NCTA
North Greene Elem. School
Walstonburg, N. C. 27888

Mr. J. T. Newkirk
Duplin County Unit NCTA
E. E. Smith High School, Box 368
Kenansville, North Carolina

Mrs. G. E. Fortune
New Bern City Unit NCTA
J. T. Barber High School
New Bern, North Carolina 28560

Mr. R. W. H. Badger
Craven County Unit NCTA
P. O. Box 1555
New Bern, North Carolina

Mr. John W. Tillery
Carteret County Unit NCTA
P. O. Box 581
Morehead City, North Carolina

EAST PIEDMONT DISTRICT

Mrs. Lucy E. Ramsey
Warren County Unit NCTA
Route 2, Box 155
Macon, North Carolina 27551

Dr. Frank Toliver
State Department Unit NCTA
312 Cox
Raleigh, N. C. 27610

Dr. J. A. Boyer
Saint Augustine's College
Raleigh, North Carolina

Mrs. Myrtle C. Crockett
Local Unit NCTA
3320 Garner Road
Raleigh, North Carolina

Mr. Thomas E. Kee
Local Unit NCTA
Shaw University
Raleigh, North Carolina

Mrs. F. A. Turner
Raleigh Unit NCTA
Crosby-Garfield School
Raleigh, North Carolina

Mr. Clarence A. Toole
Wake County Unit NCTA
1700 Oakwood Avenue
Raleigh, North Carolina

Mr. H. K. Gilreath
Vance County Unit NCTA
P. O. Box 14
Oxford, North Carolina

Miss M. E. Venable
Granville County Unit NCTA
413 Taylor Street
Oxford, N. C. 27565

Mrs. H. S. Boone
Franklin County Unit NCTA
B. F. Person-Albion
Franklinton, North Carolina

Mr. F. George Shipman
Local Unit NCTA
N. C. College at Durham
Durham, North Carolina

Rev. M. M. Fisher, III
Durham City Unit NCTA
Whitted Jr. High School
Durham, North Carolina 27707

PIEDMONT DISTRICT

Mr. Sherman U. Williamson
Laurinburg Scotland Unit NCTA
Carver School
Laurel Hill, N. C. 28351

Mr. W. E. Diggs
Reidsville Unit NCTA
Post Office Box 120
Reidsville, North Carolina

Miss Mary C. Bell
Leaksville Unit NCTA
P. O. Box 271
Leaksville, North Carolina

Miss Phyllis A. Martin
Madison Unit NCTA
Charles Drew School
Madison, N. C. 27025

Mr. N. Freeman Jones, Jr.
Rockingham County Unit NCTA
320 Branch Street
Reidsville, North Carolina

Mrs. M. R. McInnis
Rockingham City Unit NCTA
P. O. Box 905
Rockingham, North Carolina

Mr. H. S. Diggs
Hamlet City Unit NCTA
Monroe Avenue High School
Hamlet, North Carolina

Mrs. F. M. Hasty
Local Unit NCTA
Morrison Training School
Hoffman, North Carolina

Mrs. H. U. Easterling
Richmond County Unit NCTA
Rosenwald School, Box 25
Mt. Gilead, North Carolina

Mrs. Ruth F. McRae
Asheboro City Unit
724 Frank St.
Asheboro, N. C.

Mr. Josiah P. Thomas
Person County Unit NCTA
Route 2, Box 102
Roxboro, North Carolina

Mrs. Mary Frazier
Chapel Hill Unit NCTA
Frank Porter Graham School
Chapel Hill, N. C. 27514

Mr. Tarleton Davis
Orange County Unit NCTA
P. O. Box 664
Hillsborough, North Carolina

Mr. J. C. Hasty
W. Southern Pines Unit NCTA
Box 146,
Southern Pines, North Carolina

Mr. S. C. Cureton
Pinehurst City Unit NCTA
P. O. Box 285
Pinehurst, North Carolina

Mr. Carl Hill
Moore County Unit NCTA
Pinckney High School
Carthage, North Carolina

Mr. John E. Howard
Lee County Unit NCTA
618 Washington Avenue
Sanford, North Carolina 27330

Miss W. M. Crosson
Palmer Memorial Institute
Sedalia, North Carolina

Mrs. Alice P. McLeod
High Point City Unit NCTA
811 Richardson Street
High Point, North Carolina

Mr. G. J. Foster
Greensboro Unit NCTA
1016 Lincoln Street
Greensboro, N. C. 27401

Mr. C. R. Stevenson
Local Unit NCTA
A. & T. College
Greensboro, North Carolina

Dr. C. G. Winston
Local Unit NCTA
Bennett College
Greensboro, North Carolina
Mr. Coley Hooker
Guilford County Unit NCTA
1800 Curry St.
Greensboro 6, North Carolina
Mr. Willie L. Lassiter
Franklin County Unit NCTA
P. O. Box 81
Bunn, North Carolina
Mrs. M. W. Evans
Durham County Unit NCTA
1007 Plum Street
Durham, North Carolina
Mr. Paul O. Alston
Chatham County Unit NCTA
Box 101,
Siler City, N. C. 27344
Mr. E. E. Tysor
Caswell County Unit NCTA
Route 3, Box 167
Mebane, North Carolina 27302
Mrs. Marion W. Maynard
Burlington Unit NCTA
1232 Westmoreland Drive
Burlington, N. C. 27218
Mr. George W. Pierce
Alamance County Unit NCTA
Route 3, Box 179
Mebane, North Carolina 27302

NORTH CENTRAL DISTRICT

Mr. C. E. Branford
Eleanor P. Reid Unit NCTA
C. H. Darden High School
Wilson, N. C. 27895
Mr. Elmer J. Cummings
Elm City Teachers Association
Post Office Box 564
Elm City, North Carolina 27822
Mr. R. Snowdon
Wilson County Unit NCTA
Speight High School, R-1
Wilson, N. C. 27893
Mr. G. W. Jacobs
Northampton County Unit NCTA
Coates Elementary School
Seaboard, North Carolina
Mr. Leo I. Dancy
Rocky Mount Unit NCTA
S. C. Baskerville School
Rocky Mount, N. C. 27802
Mr. James Battle
Nash County Unit NCTA
641 Pennsylvania Avenue
Rocky Mount, North Carolina
Mr. Q. K. Wall
Johnston County Unit NCTA
P. O. Box 751
Smithfield, North Carolina
Miss Maude E. Freeman
Roanoke Rapids Unit NCTA
John A. Chaloner School
Roanoke Rapids, North Carolina
Mr. J. A. Campbell
Weldon Unit NCTA
309 West Third Street
Weldon, North Carolina
Mrs. Cleo W. Turner
Halifax County Unit NCTA
Brawley High School
Scotland Neck, North Carolina

Mr. D. E. Smoot
Tarboro City Unit NCTA
Pattillo High School
Tarboro, N. C. 27886
Mr. Erastus Batts
Edgecombe County Unit NCTA
Box 539
Battleboro, North Carolina

NORTHEASTERN DISTRICT

Mr. E. V. Wilkins
Washington County Unit NCTA
Washington Co. Union School
Roper, North Carolina
Mrs. Verna B. Fenner
Tyrrell County Unit NCTA
Route 1, Box 26-A
Columbia, North Carolina
Rev. Jesse R. Robinson
Greenville Unit NCTA
South Greenville School, Box 816
Greenville, North Carolina
Mr. J. W. Maye
Pitt County Unit NCTA
1225 Davenport Street
Greenville, North Carolina
Mr. King A. Williams
Perquimans County Unit NCTA
P. O. Box 127
Winfall, North Carolina
Mrs. H. M. Caldwell
Department of English
Elizabeth City Teachers College
Elizabeth City, North Carolina
Mr. J. E. Barnes
Elizabeth City Unit NCTA
P. W. Moore High School
Elizabeth City, N. C. 27909
Mr. Otha A. Jones
Pasquotank County Unit NCTA
1311 Southern Avenue
Elizabeth City, N. C. 27909
Mr. J. O. Buffalo
Martin County Unit NCTA
307 N. Elm Street
Williamston, N. C. 27892
Mr. Phillip Greene
Hyde County Unit NCTA
O. A. Peay High School
Swan Quarter, N. C. 27885
Mr. Rochelle Vann
Hertford County Unit NCTA
P. O. Box 217
Winton, North Carolina
Mr. W. B. Whichard
Gates County Unit NCTA
P. O. Box 114
Gatesville, North Carolina
Mr. Sherwood N. Newsome
Dare County Unit NCTA
Roanoke School
Manteo, North Carolina
Mrs. L. B. White
Currituck County Unit NCTA
706 Southern Avenue
Elizabeth City, North Carolina
Mrs. Novella P. Wilson
D. F. Walker Unit NCTA
416 N. Oakum Street
Edenton, North Carolina
Mr. Charles Fayton
Chowan County Unit NCTA
313 N. Oakum Street
Edenton, North Carolina

Mr. Frank Rice, III
Camden County Unit NCTA
1315 Lincoln Street
Elizabeth City, North Carolina
Mr. Robert Williams
Bertie County Unit NCTA
P. O. Box 493
Windsor, N. C. 27983
Mr. Vanders R. Swain
Washington City Unit NCTA
P. S. Jones High School
Washington, N. C. 27889
Mr. Wilbert C. Artis
Beaufort County Unit NCTA
S. W. Snowden High School
Aurora, North Carolina

SOUTHEASTERN DISTRICT

Mr. James M. Faison, Jr.
Clinton Unit NCTA
521 McKay Street
Clinton, North Carolina
Mr. Thurston Spaulding
Sampson County Unit NCTA
601 Winfrey Street
Clinton, N. C. 28328
Mr. L. W. Herndon
Eastside School Unit NCTA
P. O. Box 398
Saint Pauls, North Carolina
Mrs. Bessie Landis
Red Springs Unit NCTA
Post Office Box 57
Parkton, North Carolina 28371
Mr. Caldwell O. Jackson
Fairmont Unit NCTA
205 Bradshaw Street
Fairmont, N. C. 28340
Mrs. N. T. Whitted
Lumberton Unit NCTA
P. O. Box 571
Lumberton, North Carolina
Mr. Willie H. Amerson
Maxton City Unit NCTA
R. B. Dean School
Maxton, North Carolina 28364
Mr. E. M. McKoy
Roberson County Unit NCTA
Purvis Elementary School, R-1
Rowland, N. C. 28383
Mr. W. R. Windley
Leonard Tr. School Unit NCTA
Leonard Training Sch. for Boys
McCain, North Carolina 28361
Mr. G. A. Page
Hoke County Unit NCTA
Upchurch High School
Raeford, North Carolina
Mr. C. D. Marsh
Harnett County Unit NCTA
North Harnett School, R-2
Angier, North Carolina
Dr. David W. Bishop
Fayetteville State Col. Unit NCTA
Fayetteville State College
Fayetteville, N. C. 28301
Mr. John R. Griffin, Jr.
Fayetteville City Unit NCTA
501 Spaulding Street
Fayetteville, N. C. 28301

Mr. Bennie R. Wright
Cumberland County Unit NCTA
1903 Seabrook Road, Apt. 7
Fayetteville, North Carolina
Mrs. Frances G. Jones
Whiteville City Unit NCTA
303 West Columbus Street
Whiteville, N. C. 28472
Mr. Fennell Yates
Columbus County Unit NCTA
Route 1, Box 294-A
Whiteville, North Carolina
Mr. Pearson E. Dubar, Sr.
Brunswick County Unit NCTA
Star Route
Shallotte, North Carolina
Mr. J. F. Andrews
Bladen County Unit NCTA
Route 1, Box 144
Tarheel, N. C. 28392

SOUTHWESTERN DISTRICT

Miss Alice Glaze
Transylvania County Unit NCTA
Rosenwald School
Brevard, North Carolina
Mr. J. O. Gibbs
Rutherford County Unit NCTA
Carver High School
Spindale, N. C. 28160
Mr. Cedric H. Jones
Polk County Unit NCTA
Box 747,
Tryon, North Carolina
Mr. James F. Alexander
Mecklenburg College
7600 West Interstate 85
Charlotte 8, North Carolina
Dr. R. P. Perry
Johnson C. Smith University
Charlotte, North Carolina
Mr. Robert L. Davis, Jr.
Charlotte-Mecklenburg Teachers Asn.
Williams Junior High School
Charlotte, North Carolina
Mrs. M. P. Roberts
Marion City Unit NCTA
300 Ledbetter Road
Spindale, North Carolina 28160
Mr. Willie Wright
Lincolnton Unit NCTA
Oaklawn Elementary School
Lincolnton, North Carolina
Mr. G. R. Setzer
Lincoln County Unit NCTA
2214 Gilbert Street
Charlotte, North Carolina
Mr. J. William Wade
Jackson County Unit NCTA
Box 745
Sylva, North Carolina
Mr. Claude Hostler
Hendersonville Unit NCTA
P. O. Box 838
Hendersonville, North Carolina
Mr. Charles E. Meeks
Haywood County Unit NCTA
16 Northside Street
Canton, North Carolina
Mr. Eugene Roseboro
Cherryville Unit NCTA
P. O. Box 94
Cherryville, N. C. 28021

Mrs. Alice B. Jordan
Gastonia Unit NCTA
3105 Fairbrook Drive
Charlotte, N. C.
Mrs. Joeline P. Shoats
Gaston County Unit NCTA
Lincoln High School, Box 128
Bessemer City, North Carolina
Mr. J. R. Henry
Cleveland County Unit NCTA
Box 235,
Bessemer City, North Carolina
Mr. C. W. Franks
Murphy City Unit NCTA
Route 3, Box 414
Murphy, North Carolina
Mr. Garfield Connor
Hickory-Newton-Catawba Co.
Unit NCTA
Box 266
Newton, North Carolina
Mr. N. W. Hayes
Lenoir-Caldwell County Unit NCTA
203 Arlington Circle
Lenoir, North Carolina
Mr. Herbert Gidney
Burke County Unit NCTA
448 N. Green Street
Morganton, North Carolina
Mr. Otha L. Sherrill, Jr.
Asheville-Buncombe Unit NCTA
111 East Street
Black Mountain, N. C. 28711

WESTERN DISTRICT

Miss Johnsy M. Harris
Yadkin County Unit NCTA
129 W. Lenoir Street
Raleigh, N. C. 27602
Mrs. E. A. Grinton
Wilkes County Unit NCTA
P. O. Box 65
N. Wilkesboro, N. C. 28659
Mrs. A. L. McKinney
Monroe City Unit NCTA
808 Winchester Avenue
Monroe, North Carolina
Mrs. Meacy M. Jackson
Union County Unit NCTA
1120 Blazer Drive
Charlotte, North Carolina 28208
Mr. Ernest J. Riley
Surry County Unit NCTA
2523 Kilkard Avenue
Winston-Salem, N. C. 27105
Mr. B. J. Johnson
Stokes County Unit NCTA
2004 Chelsea Drive
Greensboro, N. C. 27406
Mr. G. L. Hines
Stanly County Unit NCTA
Box 367,
Badin, North Carolina
Mr. W. Clyde Williams
Local Unit NCTA
Livingstone College
Salisbury, North Carolina
Mrs. Doris P. Jones
Salisbury City Unit NCTA
1124 Crestview Drive
Salisbury, North Carolina

Mr. Jesse D. Corry
Rowan County Unit NCTA
Route 6, Box 270
Salisbury, N. C. 28144
Mr. W. L. Keith
Montgomery County Unit NCTA
P. O. Box 1
Candor, North Carolina 27229
Mr. Lonnie P. Davis
Statesville Unit NCTA
408 Monroe Street
Statesville, North Carolina
Mr. Howard W. Miller
Mooresville Unit NCTA
P. O. Box 508
Mooresville, North Carolina
Mrs. Lottie S. Carson
Iredell County Unit NCTA
Route 2, Box 152
Harmony, North Carolina
Mrs. Dorothy Blount
Local Unit NCTA
Winston-Salem State College
Winston-Salem, N. C. 27102
Mrs. Emma T. Duren
Winston-Salem/Forsyth County
Unit NCTA
3740 Spaulding Drive
Winston-Salem, North Carolina
Mr. William C. Parker
Davie County Unit NCTA
628 Depot Street
Mocksville, N. C. 27028
Miss Frances F. Hargrave
Davidson County Unit NCTA
300 Elk Street
Lexington, N. C. 27292
Miss Dorothy D. Boone
Local Unit NCTA
Barber-Scotia College
Concord, North Carolina
Mr. E. J. Willie
Tri-School Unit NCTA
515 Capel Street
Kannapolis, North Carolina
Mr. John C. Miller
Bristol School
Fleetwood, N. C.
Mrs. F. P. Dinkins
Morven City Unit NCTA
525 Sykes Avenue
Wadesboro, North Carolina 28170
Mr. H. L. Ellis
Wadesboro Unit NCTA
J. R. Faison High School
Wadesboro, N. C. 28170
Mr. W. M. McIver
Anson County Unit NCTA
P. O. Box 254
Ansonville, N. C. 28007
Mr. H. G. Rose
Alexander County Unit NCTA
Happy Plains School
Taylorsville, N. C.

The 1965-66 Salary Schedule

VOCATIONAL EDUCATION MONTHLY SALARY SCHEDULE 1965 - 1966

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate Vocational (VG)	\$ —	\$ —	\$511	\$526	\$541	\$555	\$570	\$585	\$603	\$621	\$638	\$656	\$675	\$694
Class A Vocational (VA)	455	468	482	496	510	525	540	554	569	584	601	617	634	
Class A Provisional (PAV)														
Provisional Vocational (PV)	444	458	471	485	500	515	529	544	559	573	590	607	624	
Class A Provisional														
Practical Nursing (PAV)	436	448	461	474	487	501	515	528	542	557	571	587	603	
Class B Vocational (VB)	401	412	424	437	449	462	475							

Add: \$100 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR SUPERVISORS (10 Calendar Months) 1965 - 1966

Type of Certificate	Experience In Years									
	4	5	6	7	8	9	10	11	12	13
Graduate (SG)	\$565	\$581	\$596	\$612	\$631	\$650	\$669	\$688	\$707	\$726
Class A (SA)	—	547	562	578	593	609	625	643	660	

1. General Supervisors:

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in Administration and Supervision.

2. Special Area Supervisors:

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject supervised.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR TEACHERS (9 Months and 5 Days) 1965 - 1966

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate	\$ —	\$ —	\$489	\$503	\$517	\$530	\$545	\$560	\$576	\$593	\$610	\$627	\$645	\$663
Class A	436	448	461	474	487	501	515	528	542	557	571	587	603	
Class B	384	395	406	418	429	441	455							
Class C	316	327	338	350	361	373								
Elementary A	293	302	312	323	335									
Elementary B	273	283	293	303										
Non-Standard	210													

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR SUPERINTENDENTS (12 Calendar Months) 1965 - 1966

Membership Range 1964-65	Experience In Years									
	S-0	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	
Up to 1499	\$ 630	\$ 645	\$ 660	\$ 675	\$ 690	\$ 705	\$ 720	\$ 735	\$ 750	
1500—2999	740	755	770	785	800	815	830	845	860	
3000—4499	805	820	835	850	865	880	895	910	925	
4500—7499	845	860	875	890	905	920	935	950	965	
7500—10499	885	900	915	930	945	960	975	990	1005	
10500—12499	925	940	955	970	985	1000	1015	1030	1045	
12500—15499	965	980	995	1010	1025	1040	1055	1070	1085	
15500—18499	1005	1020	1035	1050	1065	1080	1095	1110	1125	
18500—21499	1045	1060	1075	1090	1105	1120	1135	1150	1165	
21500—24999	1085	1100	1115	1130	1145	1160	1175	1190	1205	
25000—29999	1125	1140	1155	1170	1185	1200	1215	1230	1245	
30000—Up	1165	1180	1195	1210	1225	1240	1255	1270	1285	

NOTE: S-5 is the maximum rating that a Superintendent can receive if he does not hold a Master's Degree.

Add \$30 per month to the above schedule for a person holding an Advanced Superintendent's Certificate.

Add \$100 per month to the above schedule for a person holding an Advanced Superintendent's Certificate and an earned Doctor's Degree.

Teachers and Administrators

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE "A" FOR CLASSIFIED PRINCIPALS (10, 10½, 11 Months)* 1965 - 1966

Number of Teachers	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
7- 8	\$595	\$610	\$625	\$639	\$654	\$669	\$684	\$698	\$713
9-10	610	625	639	654	669	684	698	713	728
11-12	625	639	654	669	684	698	713	728	742
13-14	639	654	669	684	698	713	728	742	757
15-16	654	669	684	698	713	728	742	757	772
17-18	669	684	698	713	728	742	757	772	786
19-20	684	698	713	728	742	757	772	786	801
21-22	698	713	728	742	757	772	786	801	816
23-24	713	728	742	757	772	786	801	816	831
25-26	728	742	757	772	786	801	816	831	845
27-28	742	757	772	786	801	816	831	845	860
29-30	757	772	786	801	816	831	845	860	875
31-32	772	786	801	816	831	845	860	875	889
33-34	786	801	816	831	845	860	875	889	904
35-36	801	816	831	845	860	875	889	904	919
37-41	816	831	845	860	875	889	904	919	933
42-Up	831	845	860	875	889	904	919	933	948

NOTE: The maximum that a person holding a High School Principal's or Elementary Principal's Certificate can receive is P-5.

A person holding a Principal's Certificate may, after he reaches P-5, go on to the P-6, P-7, and P-8 ratings.

Add the appropriate amount from Monthly Salary Schedule "B" for Classified Principals to arrive at the gross monthly rate of pay.

Add \$30.00 per month to the above schedule for a person holding an Advanced Principal's Certificate.

Add \$100.00 per month to the above schedule for a person holding an Advanced Principal's Certificate and an earned Doctor's Degree.

*Depending on type and size of school.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE "B" FOR CLASSIFIED PRINCIPALS 1965 - 1966 (ADD TO THE APPROPRIATE AMOUNTS BELOW TO CLASSIFIED PRINCIPALS MONTHLY SALARY SCHEDULE "A")

Certificate Rating	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
G-13	32	27	24	20	16	12	8	4	0
G-12	29	26	22	19	15	12	7	4	0
G-11	27	24	21	17	14	11	7	3	0
G-10	25	22	19	16	13	9	6	3	0
A-12									
G-9	23	20	18	15	12			3	0
A-11									
G-8	21	19	16	14	11	8	5	3	0
A-10									
G-7	19	17	15	12	9	7	5	2	0
A-9									
G-6	17	15	13	11	8	6	4	2	0
A-8									
G-5	15	13	12	9	7	5	4	2	0
A-7									
G-4	13	12	9	8	6	5	3	2	0
A-6									
G-3	11	9	8	6	5	4	3	1	0
A-5									
G-2	8	7	6	5	4	3	2	1	0
A-4									
A-3	6	5	5	4	3	2	2	1	0
A-2	4	4	3	3	2	2	1	1	0
A-1	2	2	2	1	1	1	1	0	0
A-0	0	0	0	0	0	0	0	0	0

The North Carolina Comprehensive School Improvement Project

Two Years With The Pre-School Readiness Programs

By Kanawha Z. Chavis and Frank C. Emmerling

The authors of this article are associated with the State Department of Public Instruction, headed by Dr. Charles F. Carroll. The Director of the Comprehensive School Improvement Project is Dr. W. B. Sugg. Mr. Chavis and Dr. Emmerling are the Assistant Directors.

Even before the impact of Operation Headstart under the Economic Opportunity Act, the North Carolina State Board of Education had appropriated \$600 per designated school for the implementation of a six-week pre-school Summer Readiness Program (SRP).

In the summers of 1964 and 1965 many county and city school administrative units in North Carolina operated pre-school readiness programs, serving approximately 4,100 pre-school age children, who, for the most part, were culturally disadvantaged. Ninety-five schools operated such programs in 1964 and 117 schools participated in 1965.

This summer exploratory program is a phase of the North Carolina Comprehensive School Improvement Project (CSIP), which is sponsored by the North Carolina State Board of Education and the Ford Foundation, through the North Carolina Fund. Designed to extend over three year period, 1964-1967, the total CSIP program provides for the establishment of Summer Readiness Programs for children who are scheduled to enter the first grade and seeks to improve instruction in language arts and arithmetic at the primary school level.

The pre-school programs, located in all parts of the State, serve rural, city and urban children. Each Summer Readiness Program is staffed by a certified and experienced primary teacher who is responsible for the instruction of approximately 20 pupils in each program.

The Summer Readiness Program provides an opportunity for disadvantaged children to make a more adequate adjustment to the school environment. Its primary purpose is to increase each child's readiness for school with the aim of

promoting his ultimate success in formal education. It also allows educators an immediate opportunity to seek and develop more effective ways of working with these children. Moreover, the fact that the programs are housed in school buildings which are normally unoccupied during vacation affords pupils and parents opportunities to relate more directly with the school during the summer. In addition, with less limited space, instructional materials, equipment, and resources, teachers and pupils are less restricted to a formal, prescribed course of study. This informal atmosphere and the naturalness of teachers enables freer contact and communication with each pupil and parent.

The Comprehensive School Improvement Project Summer Readiness Program has the following general objectives: to promote the physical, mental, emotional, social, and intellectual development of culturally disadvantaged children; to encourage parents or guardians of these children to take an active part in the pre-school experiences of their children; to stimulate teachers and other educators to explore and develop new and more effective ways of teaching and working with disadvantaged children; and to develop possible guidelines for future directions in education at the pre-primary and primary level.

Experience in schools where there are heavy concentrations of disadvantaged children has revealed that many of them are exceptionally deficient in language skills, emotional control, self confidence, self understanding, health, physical and motor development, and self discipline. Frequently many of these children are unsuccessful in school and ultimately become dropouts at the earliest opportunity.

The Summer Readiness Program may be viewed as the starting line for formal educational development. Teachers in this program assume responsibility for helping these children by defining their problems and determining the specific help and/or experiences they need to make adequate adjustment to others, themselves, and to

the school. The experiences offered in the SRP serve as a bridge between the home and the school. The teachers make efforts to interpret to the parents the purposes of the Summer Readiness Program and then discuss what realistic benefits could accrue to the youngster. Many parents and teachers have meaningful discussions of how they can complement each other in their common service to children.

A number of these children have only one parent in the home and some do not even know who their parents are. In many instances they have been no more than a few blocks or miles away from home. Some of them come from homes that are crowded with other family members, where both parents work long hours; they seldom see an adult read or write anything; there are no books or magazines, and stories are seldom ever read to them.

Of course, these children of meager background come to school with many varied experiences, and the SRP teachers put forth efforts to build on these experiences, attitudes, and skills by planning pre-school activities that will best help each child make an adequate adjustment to school—indeed, to life itself.

If one visits the Summer Readiness Programs, seldom does he see the children involved in formal activities of reading, writing, and arithmetic or any of the routine activities we may expect to see going on in a school. Instead there is a variety of meaningful activities going on throughout the day, such as children playing with blocks and construction materials; listening to stories; making paper cutouts or cutting pictures from magazines, newspapers and catalogues; playing with water and sand; dressing up in adult clothes; painting and building with clay and wood and other materials; playing group games; skipping; marching. One might also find the children resting on cots or rugs in a classroom. Some children are seen working or playing alone and others in groups or pairs. There is also a time for the children to have a snack, which may consist of milk or juice and cookies, as well as an opportunity to taste some unfamiliar or new food which they help in some way to serve or prepare. The children go on excursions and field trips to visit and observe things inside their own communities and in other communities.

Activities such as these are utilized by the teachers to help the child relate more clearly the many aspects of his learning and direct his efforts toward formal learning. For example, a child may often go to town with his parents, but

on these trips his mother's or father's attention is focused on driving the car or getting the shopping done. When the pupil goes to town on a planned pre-school readiness trip, the teacher directs his attention to the activities of people on the street, in the stores, banks, post office, fire department and other places. He hears questions being asked by his classmates and he asks questions himself. Hopefully, he becomes more perceptive and aware of things he has never noticed before. In the SRP conscious attention is given to developing powers of observation. The children are helped to develop an awareness of likenesses and differences; they are encouraged through various activities to investigate and explore.

Reduced student membership promotes classroom flexibility. The classrooms allow space for normal movement and for the kind of active play these children need. Chairs and tables are moved to one side of the classroom at certain times of the day to provide space for different activities such as musical and rhythmical expression—a realistic approach to physical exercise and increasing mental alertness.

The SRP classroom is not a place where pupils are taught to sit still. It is a place where children learn to work and play with a number of other children. The teacher moves about the classroom and among the children observing activities and talking with individual children to find out what they are thinking and learning. There are generally no definite periods tagged "language arts" in the program, but there are definite plans for developing the skills of speaking, listening, and learning words and their meanings. The children tell stories, learn to interpret meaning from pictures, dramatize stories, listen to stories read or told by the teacher or other children or on recordings or tapes. They also learn about sequence of ideas and that books have in them written symbols that convey knowledge and ideas. The major emphasis is on oral communication and the language program is built on the varied experiences of the children. Pupils are encouraged to manipulate materials which help them develop small muscle and hand-eye coordination. Painting, cutting with scissors, manipulating clay—even time spent on the playground in rigorous play—is planned to help prepare the children for later success in the language arts.

The children learn about people, how they get their clothing, the homes they live in and how they live together. They learn to respect the rights of others; to respect property; and to feel a sense of responsibility toward others and themselves. The teachers take advantage of the many op-

portunities in day-to-day living in the classroom to help the children develop sincerity, friendliness, good manners, and build a sense of responsibility. They attempt to bring out each child's individuality and creativity.

The SRPs, in some instances, offer children help with many other problems, small or large, that are of concern to him or his family. It may be something as simple as giving a child a bath or administering first aid to a cut or bruise he received at home or on the playground. But the program is also called upon to assist in more complex situations, like helping parents accept the need for professional services for a mentally or emotionally disturbed child or obtain information about health services available at the public center.

In addition to helping children meet their individual needs and helping with related family problems, the Summer Readiness Program is directed toward the development of parent participation. The objective is to engage the parents of these children in a school related action program, involving them to the extent that they become more active on their children's behalf and encourage educational attainment at home. One way this is being achieved is through group meetings and individual conferences. Parents are invited to meet at the school or some other place in the community. These meetings are organized in many ways. Some are planned and conducted by the principal, others by the teachers and still others by a committee of parents. At these meetings the teacher and parents identify and discuss some of the feelings they and the children have about the school and education in general. Ideas are solicited and the children's success in school may be enhanced as a result.

Some parent groups seek ways to organize work, play and study schedules in the home for their children. In one pre-school program parents became involved in a "place to study" program, which encouraged all parents to provide a place in the home with proper lighting and comfortable seating, reading, and writing arrangements. In another program, parents who felt comfortable about reading were led to participate in a "read-to-your-child" program and books were made available for this purpose through the school library. In still other programs parents were encouraged to take excursions with their children to places of interest by pooling cars and sharing the expense of trips. The fact that many activities were arranged and supported jointly by the

teacher, school, and parents developed a cooperative relationship between the home and school.

The SRP is not to involve five and six year old children in "busy work" or to allow them to spend four hours a day in unplanned and undirected activities. It is a program in which activities are well selected and children guided in their thinking. Hopefully, it provides a situation where interesting and stimulating activities are going on that will motivate the physical, social, emotional, and intellectual growth and development of children.

It is perhaps too soon at present to make adequate judgment of the results of North Carolina's Comprehensive School Improvement Project Summer Readiness Programs. In testing these children, it is easy to find out whether they can spell or write their names or if they can count from 1-10, but it is much harder to find in what ways their readiness for school has been improved psychologically, emotionally, socially, physically, and intellectually. However, some things seem obvious in the evidence gathered through opinionnaires and personal observations which leave little doubt as to the need and merit of the Summer Readiness Program.

The significance of the program was shown when classroom teachers were asked during the school year to describe observable effects of the SRP upon the regular school year program. Characteristic responses to this question could be paraphrased as follows: pupils adjusted to school life more readily; pupils' social adjustment was facilitated; pupils made greater progress in terms of achievement; parents seemed to have a higher degree of interest in the school program; pupils seemed to have overcome their shyness and fear of school; teachers became better acquainted with many of the problems and needs of these children from disadvantaged situations.

For the past two years, the North Carolina Comprehensive School Improvement Project Summer Readiness Program has demonstrated that a six-week pre-school training program can improve the school success of disadvantaged children, and the need for continuing and expanding this type of program is becoming more and more evident.

New Dimensions For Success In A Complex and Changing Society

All of us are interested in becoming successful in our life's work or in our endeavors. Therefore, if we hope to be successful in a complex and changing society, it will be necessary for us to focus our attention on a few dimensions that make for success.

The *first* dimension is to formulate our life objectives. In order to formulate life objectives we must ask ourselves a few simple questions. First, what do we want out of life? Second, What do we want to do with ourselves? Third, what do we want to be? Regardless to whether we were born in poor circumstances or rich, we should know what we want. On the basis of these questions, we can formulate our life's objectives and make them objectives that direct and push us to the limit of our capacities. We must have objectives in life in order to know the direction in which we wish to go.

If we ask ourselves what do we want out of life, we would get varied answers such as I want to get married, I want an education, I want trips to foreign countries, I want freedom to roam from city to city, village to village. I want freedom to roam at will; I want to be a teacher, lawyer, doctor, artist, business manager, librarian, and even we may get such answers as I do not want to be anybody.

To get anything worthwhile out of life, or to become a good worthy citizen, we must plan our objectives, chart our course, seek life's experiences and work toward a definite end.

The *second* dimension is to develop a self-work attitude. Let us begin work and not wait to be told or prompted. Not long ago Barber-Scotia College Home Economic Instructor selected two equally capable students from the Clothing Department for a test. Each was given a piece of material and was told to make similar garments. One student was told to take a pessimistic attitude, the other to tackle the job enthusiastically. "Pretend even if you don't feel excited", she was instructed. It was noted the interested student finished in half the time with the actual effort of the other student! How can we develop attitudes that will help us to reach our goals successfully? Sometimes if we pretend to ourselves that we are doing an interesting

job for the first time will help. The challenge of thinking up new ways to finish the task will stimulate our action and performance and thus change our entire attitude toward the job at hand.

The *third* dimension of success is to develop an attitude of enthusiasm. If this attitude is made a part of us, we will be enthusiastic with every job undertaken. Have you observed people who carry an attitude of enthusiasm with everything they do? Have you observed those that can never be stimulated? Which one is more successful in their life's work? A German scholar stated: "enthusiasm is as catching as a case of measles. It is the secret that makes individuals a success."

The *fourth* dimension of success is to solve problems rather than continuously present new ones. Remembering everywhere we go, whether at home or at school, we have problems, large or small. "If there were no problems, the places would be dwellings of mechanical routine."

The *fifth* dimension of success is to avoid substituting good accomplishments for things that annoy others. Be prompt! Poor timing is bad. Failure to report to activities on time, such activities as football or basketball practice, foods or clothing laboratory, chapel, failure to get class work in on time often give instructors the feeling you are shiftless, careless or the "don't care" type. Yet, actually, it might come from the fact that you are too thorough. You may fail to do things because your assignments are not clear, or because you think you might create unfavorable impressions with those whom you are dealing.

The *sixth* dimension of success is to remember that loyalty pays off. This point has caused conflicts and difficulties in job and personal relationships. When our employers, co-workers and students around us think we are disloyal, they become skeptical of us. Therefore, it is necessary to make others feel we work with them and not against them. It is also necessary that we strive to live cooperatively and harmoniously with others at all times.

The *seventh* dimension of success is found in our undertaking of tasks. We must say to ourselves we can, rather than we can't. In a Kindergarten book entitled: *THE LITTLE ENGINE THAT COULD* by Piper, an excellent moral was brought out in the story. A series of trains were asked to pull a group of dolls, toys and items over the mountain for the children who were unable to secure such items. All the trains doubted themselves except one. The train who accepted the task was in a very bad condition mechanically. As the train proceeded up the mountain side it said "I think I can, I think I can, I think I can." Having reached the top of the mountains and in route down, the engine said, "I thought I could, I thought I could, I thought I could." Therefore in life situations we should say I can or I think I can rather than I can't.

The *eighth* dimension of success is to examine our negative attitudes and ask ourselves are we negative or positive individuals? Have we looked at the problems at hand negatively or positively and have we exerted an honest effort to solve the problems at hand positively? Let us solve problems and be helpful toward those that need us regardless to whether they are from the "other side of the tracks or from the upper, upper crust."

The *ninth* dimension of success is to put ourselves in the other person's shoes if we are to help them overcome difficulties. Remembering President John Fitzgerald Kennedy's quotation "every man is created equal and we must help those who wish to be free." We should help the slow learners, the poverty stricken, the ignorant, or whatever the circumstances might be. Would we like to be changed to the slow learner, the poverty stricken, the ignorant and stand in the other fellow's shoes? If not, let us buckle down and help others to overcome their difficulties.

The *tenth* dimension of success is to get a solid religious foundation. We should seek God for guidance, strength, and our shield. We should not turn away from Him in any of our dealings with persons or innate objects if we are to expect success in our complex and changing society. We must mediate with God day and night if we want to make our way successful. If we do these things, we will have success because we know through God all things are possible.

In summary, the new dimensions of success in any endeavor in our Complex and Changing Society are as follows:

1. Formulate life objectives, the type that direct and push us to the limit of our capabilities.
2. Develop a self-work attitude.
3. Develop interest in the job at hand.
4. Solve problems rather than present new ones.
5. Avoid substituting good accomplishments for things that annoy others.
6. Remember that loyalty pays off.
7. Say to ourselves, we can rather than we can't.
8. Examine our attitudes to see if we are generally positive individuals.
9. Put ourselves in the other person's shoes if we are to help others overcome difficulties.
10. Seek God for guidance, strength and shield.

(Mrs.) Queen Hester Bell
Associate Professor of Home Economics
Barber-Scotia College
Concord, North Carolina

A forward-looking social studies program



Grades 1-6

Ralph C. Preston and others

gives children a head start in preparing to be good citizens. It presents concepts of geography, history, government, and economics in depth.

Now Available

Texts for Grades 1-5; Annotated Teachers' Editions; Project Books with Teachers' Editions; Tests for Grades 3-5.

D. C. HEATH AND COMPANY

670 Miami Circle, N.E.
Atlanta, Georgia 30324
Representative: J. E. Craig

The Negro Heritage Library of North Carolina, Inc.

By JOE S. DAVIS

Executive Sales Manager

THE NEGRO HERITAGE LIBRARY OF NORTH CAROLINA, INCORPORATED, has been organized by a group of North Carolina citizens to market an outstanding work entitled "THE NEGRO HERITAGE LIBRARY" published by Educational Heritage, Incorporated, of Yonkers, New York. Reverend Wyatt T. Walker, one of the NCTA program speakers is President of Education Heritage, Incorporated, Yonkers, New York.

The "idea-content" of the NEGRO HERITAGE LIBRARY as expressed in the foreword by Educational Heritage is quoted below:

"WHAT IS THE NEGRO HERITAGE LIBRARY?"

The Negro Heritage Library itself seems at the moment to be the only finger-tip repository that is being developed that will contain documented facts on and concerning the Negro that promises to bridge the entire spectrum of his experience in America. Somewhere along the way, it will embrace an historical analysis of the rootlines that can be traced to his aboriginal home — Africa.

Unfortunately the contribution of the Negro to American life has generally been ignored. He has existed in a sense as a sub-culture in America, going through the motions of being a part of Western civilization but somehow completely escaping (in his own consciousness primarily) a real historical context. This isolation has been in-

tensified and entrenched by the system of segregation and discrimination, thereby keeping him almost totally on the fringe of the American experience. Yet, by individual excellence chiefly, he has doggedly refused to allow this isolation to submerge him. What the Negro really means to America has been missed or overlooked or ignored by the national community. The absence of any actual record of his movements, and his minimal participation in the American saga in our history texts, has but convinced the Negro himself that he does not belong or that at best, he is a sociological parasite, reaping some life and benefit from the loins of this nation without giving anything substantive to his existence.

Of course, this is not true and the Negro Heritage Library will only document the complete falsity of the aforementioned and through the organized and codified written word, establish for America and for himself that he *has* been a noble participant in the experiment of this nation with democracy and that his culture *does* exist and is as thoroughly American in its content as any of the emigres whose family strains can be traced beyond the borders of these lands.

The Negro has played a significant role in the military history of our nation; he has been instrumental in making critical contributions to modern medicine; the exploits of the American Negro in the world of sports is legendary; his church life provided him with a faith that instilled in him the capa-

city of extreme resiliency in the face of unspeakable cruelties, physical and emotional; name whatever discipline you will, and the Negro has played his role in spite of his crippled opportunities.

This is the story that Negro Heritage will tell . . .

WHY A NEGRO HERITAGE LIBRARY?

There is no gain saying that the Negro is the dominant figure on the American scene today. There was some intimation of this before Birmingham, but since Birmingham, the civil rights fortunes of the American Negro have been a continuing issue, claiming more copy, news-wise, than any other domestic concern. It does not appear at this moment that he is only "king for a day." Thus, the general American public desperately needs to know whence he has come *historically*, what motivates him *psychologically*, his behavior *politically* and the interplay of his presence *economically*. These and other aspects of the Negro American's culture will be chronicled and described both directly and indirectly.

There is not only the need for America generally to know about her dark-skinned children. The Negro needs to learn about himself to establish for his own greater fulfillment, a sense of historical context that we have already mentioned. He has been an island in the stream of American growth instead of a part of the main. What development he has found, has for the most part, been as a part of what has been aptly called, the American "sub-culture."

It appears that the Negro is here to stay. He is one of the critical minorities of our nation and in light of the world-wide thrust of the colored people of the world, what happens to the Negro is not only of great consequence to America domestically, but is of great import to our relationships internationally. If America is to maintain leadership in the Western world, a great deal will depend upon how soon we provide the kind of nation in which the Negro's total capacity has an opportunity to fulfill itself without the hampering and harrassment of artificial obstacles, whether they be by law or custom.

Ignorance is one of the basal causes of prejudice. If color and group prejudice are to be di-

minished, somehow, — and Negro Heritage is one of the answers — we must find a way to educate both Negro and white Americans by establishing the *American* heritage and culture of the Negro. It does *exist*, but through the lack (Intentional) of documenting what our experience has been since 1620, other than that of the slave period, it has gone unnoticed and unrecorded.

The Negro Heritage Library seeks to do exactly that: to permanently establish the historical frame of reference of the American Negro in a single compendium grouping which will provide the individuals and the families of America with an immediate reference library geared to touch every facet of the Negro's actual role in the American experience. Indirectly, more minds and hearts will

be reached through the written word than through any other medium. There is no way to anticipate the residual good that can be created as a part of the reservoir of thorough and well-documented evidence that the Negro is really a genuine AMERICAN! The establishment of the historical record of the Negro in the codified form will greatly enhance the possibilities of the American dream realized in our generation."

This "idea-content" is now a reality in a high quality product. The Negro Heritage Library of North Carolina, Incorporated, is proud to be associated with this work which in the words of Roy Wilkins, Executive Secretary of the NAACP, "Will make readily available, to both Negro and white readers, the facts needed to set the record straight." This work is a *must* in every home.

WHAT IS THE NEGRO HERITAGE LIBRARY?

The first reference library of the Negro's contribution to history!

Yes, here at last, the product of years of preparation and painstaking research...one of the most exciting literary adventures ever undertaken...here is the long overdue telling of the Negro's history and his remarkable contributions to civilization. The first complete source of Negro culture and history ever to be made available for family use.

Profiles of Negro Womanhood (1619-1900)
Edited by Sylvia G. L. Dannett

Emerging African Nations and Their Leadership
Edited by Lancelot O. Evans

The Winding Road to Freedom: A Documentary Study
Edited by Alfred E. Cain

Africa: A Cultural History
By William Leo Hansberry
1964 recipient of the Haile Selassie 1st prize

Negro Writers and Literature

Anthology of Reading for Children
Edited by Alfred E. Cain

A Martin Luther King Treasury
An Anthology by the 1964 Nobel Peace Prize Winner

Negroes in Public Affairs and Government
By the Editors of the Negro Heritage Library

Endorsed by:

Albert Bronson
Coordinator, Curriculum Materials,
Board of Education
of the City of New York
Human Relations Unit
Roy Wilkins
Executive Director, N.A.A.C.P.

Elizabeth D. Koontz
President
Department of Classroom Teachers,
National Education Association
Dr. Martin Luther King, Jr.
President, Southern Christian
Leadership Conference
Nobel Peace Prize, 1964
Senator Jacob Javits
U. S. Senator

Negro Heritage Library, Inc. of North Carolina
126½ Hargett Street, Suite D
Raleigh, North Carolina

I am interested in my heritage — Please mail me complete information! (without obligation!)

Mr.
Name Mrs. _____
Miss _____

Occupation _____ Age _____

Address _____

City _____ Zone _____ State _____

ON ACADEMIC FREEDOM

Professional education associations at local, state and national levels long have fought for the principle of academic freedom and have used all their resources to secure this basic freedom.

We read constantly of forces that reflect extremist views, of those who attempt to guard our morality either by attempting to ban freedom of speech or by censoring books, of individuals who fear and distrust education-for-all and try to screen textbooks and library shelves.

The MEA and its affiliated local associations have a proud record of fighting successfully for the principle of academic freedom.

Recently, the American Federation of Teachers (AFT) passed a resolution supporting the efforts of fellow unionists also affiliated with the AFL-CIO, circulated a list of books printed by the Kingsport Press of Kingsport, Tenn., and urged a nationwide boycott of these books.

By doing this, the AFT demonstrated to all where its primary loyalties are. For, given a choice between the principle of academic freedom and youth's right to learn vs. paying off its debts to other labor unions (on whose financial and manpower support it so completely depends), the AFT chose the latter.

Among the books the AFT wants to ban from our schools: the World Book Encyclopedia and The Book of Knowledge.

Has the AFT found fault with content? No. Does the union recommend superior publications when asking school

boards not to buy or use the boycotted books? No.

As a matter of fact, questions concerned with educational values evidently never entered into consideration.

Furthermore, the AFT apparently had nothing to do with preparing the blacklist it now publicizes.

The boycotted books had been published in a union shop that since 1963 has been conducting what appears to be an unsuccessful strike against the Kingsport Press.

The purpose of the blacklist obviously is to bring economic pressure against the Kingsport Press is an effort to win the strike.

The MEA makes no judgment as to the merits of the problems between the union and the Kingsport Press.

What defies understanding is the AFT's inability to differentiate between what is — and isn't — fair game in an economic controversy.

Fortunately, school systems across the nation have *not* bowed to these union pressures or those involving any other firm that is a reputable printer of educational materials.

The price of unionism is becoming costly for teachers — and the public.

Teachers are, in effect, being asked to forfeit professional judgment and responsibility. They are being asked to leave educational decisions to non-educators who are motivated by desires extraneous to the teaching-learning process.

A letter in the last April 8, New York World-Telegram — responding to a critical letter

from a teacher who questioned whether the New York City teachers union should support strikes by other unions — was answered by the New York City union thusly:

"It is strange that whenever we are involved in a struggle we expect and demand the aid of others without the realization that this gives others the right to expect help from us."

Again the union provides a clear answer as to where its primary loyalties are.

All this says something else:

Teachers, even more than others, must organize into their own independent associations, which remain free to work with all agencies interested in better education — but servant to none!

/s/ A. L. Gallop
Executive Secretary
Minnesota Education Assn.

The 52nd Annual BE KIND TO ANIMALS WEEK, sponsored by The American Humane Association, will be observed May 1-7, 1966. BKA Week is one of the oldest special weeks observed in the United States.

Again this year, The American Humane Association is offering free teaching kits for use by teachers during this week. May we suggest you offer these kits to your readers in the "Free or Inexpensive Teaching Aids" column. The kit includes:

1. The official 14 x 17 color poster
2. Lesson plan for the kit's use
3. History of BKA Week
4. The pamphlet "Are you Cruel To Your Pet Without Knowing It?"

BKA poster art (not dated) is available on request. No charge.

NOTICE

The Sir Walter Hotel, 400 Fayetteville Street, Raleigh, will be headquarters for members attending the 85th Annual Convention of NCTA, March 31-April 1, 1966. If you wish accommodations, you should write for reservations immediately.

Miami Beach To Host June NEA Convention

Teachers who fled Cuba for freedom will be among the 10,000 teachers who will attend the "Free to Teach" convention this summer of the National Education Association, world's largest professional organization with a membership of nearly a million classroom teachers, principals, supervisors, superintendents, college professors and specialists in various education fields.

The 104th NEA Convention will be held in Miami Beach municipal auditorium, June 26 to July 1.

Richard Batchelder, NEA president, will preside at the convention and, on the final day, turn leadership of the NEA over to the incoming president, Mrs. Irvamae Applegate, dean of the school of education at St. Cloud (Minn.) State College.

John Gardner, Secretary of Health, Education, and Welfare, will be the featured speaker at the First General Assembly Sunday, June 26. President Batchelder will address the convention on Tuesday, and William G. Carr, NEA executive secretary, will give his yearly report at the first business session on that same day.

Ralph McGill, editor and publisher of the *Atlanta (Ga.) Constitution*, will be the guest speaker Thursday, June 30. Andrew Holt, president of the University of Tennessee at Knoxville and a former NEA president, will speak on Friday.

Elections will also be held Friday for president-elect, vice-president, and for two executive committee members.

Also on the final day of the convention a new five-cent stamp commemorating the 175th anniversary of the adoption of the Bill of Rights, will be issued in conjunction with the convention, and its "Free to Teach" theme. First day covers will be on sale at the convention.

This will be the 104th annual meeting of the NEA convention held since 1857 when the association was born in Philadelphia, Pa. This will be the second time in its history that the NEA convention has been held in Miami Beach. The first was held there in 1953.



1966 NEA CONVENTION SITE— The man-made island which is Miami Beach, Florida, sprawls in the sun in the aerial view looking north along the ocean front. This area alone contains 1 of every 4 hotel rooms in the entire state.

Academic Freedom

By Otto H. Harvey

This writer contends that each teacher who enters the classroom, to give his all for the perpetuation of the cultural growth and development of American youth, should understand and be committed to what he speculates and reasons to be good, true, and beautiful about teaching and academic freedom and that these views must be broad, defensible, ideal and implementable.

This I Believe: A Philosophy of Teaching

I hold that the function of the teacher is to help provide the individual student with the experiences, and suggested guidelines, necessary to live and achieve in this complex democratic society and a real changing world.

A Teachers Philosophy of Academic Freedom

I hold that the academic freedom of a teacher embraces the teacher's liberty to use his personal ingenuity to plan, organize, and relate learning experiences in such a way that the individual student will reap the richest learning experiences possible within the framework of the state, county, local, and institutional policies, and that he should be at liberty to undertake action through the proper channels to modify same when this freedom is inhibited.

What do you believe?

NEA NEWS

Parents Take Over Routine School Tasks To Give Teachers Time To Do Their Jobs

Parent volunteers at Lee-Hamilton Elementary School, Ferguson-Florissant, Mo., School District are providing the time that teachers need to do their job of educating children.

A parent supervises 40-minute library periods, another watches over the cafeteria, and others do clerical work. This means more time for the regular teachers to plan for classes, grade papers, work with students, and even have a quiet lunch period.

Regular staff meetings are held before school, and teachers are free after the 2:15 dismissal time on Tuesday afternoons to confer with parents on the progress of their children.

Parent-Teacher Association committees frequently see to the collection of money for special activities, such as annual class pictures.

The Missouri school is among 24 in 15 districts throughout the United States participating in the "Time to Teach" project of the National Education Association's Department of Classroom Teachers.

The project was designed to set teachers to work identifying their most pressing problems — school by school — and seeking solutions for them. Many of the schools found that parent volunteers were of major importance in eliminating nonprofessional chores for the teachers and giving them more time to teach.



SUB-COMMITTEE ON HUMAN RIGHTS — To facilitate the expansion of NEA programs in human relations and accelerate the protection of civil and human right of educators, the PR&R Commission, in cooperation with TEPS, Urban Services, and DCT, has established a Sub-Committee on Human Rights of Educators. Members of the Sub-Committee pictured above are: (front row): Wade Wilson — vice chairman, Mrs. Edna Griffin, Mrs. Lillian Madison, J. Milton Belcher; (back row): Nathan Kullman - chairman, C. E. Gisriel, Richard B. Kennan, and Samuel B. Ethridge, staff contact for the Committee. Members not pictured are: William G. Carr and T. M. Stinnett.

"Problems and Solutions," a new NEA booklet, spells out what parents, college students, and high school students are doing in some cases to help the public school teacher.

Malcolm M. Provus, director of the two-year project, says that teachers were primarily responsible for success in seeking the "specific solutions to specific problems." But, he adds, their work could not have been effective without careful staff work by school principals.

Other examples of the "Time to Teach" pilot project:

- At Underwood Hills Elementary School, one of the Westside Community Schools outside Omaha, Neb., mothers provide eight assistants for typing, record keeping, and library supervision. Two teacher aides from the University of Omaha provide clerical assistance, and supervise the lunchroom and playground. They also weigh,



SCHOOL REPRESENTATIVES RECEIVE CITATIONS — The Asheville-Buncombe Teachers Association presented, at the last meeting, citations for one-hundred percent membership in the National Education Association, North Carolina Teachers Association and the Asheville-Buncombe Teachers Association. School representatives receiving the awards are left to right: Mrs. Nell Stitt, Burton Street School; Mrs. Ratherline Simpson, Shiloh School; Mrs. Mary Bolden, Carver School; and Mrs. Mabel Hopkins, Livingston Street School.



NCTA-NEA EXCHANGE VIEWS — These are representatives of the North Carolina Teachers Association and the National Education Association as they exchange views and ideas over lobster tails, stuffed shrimp with crab meat and Halibut at Captain Starn's Restaurant in Atlantic City, New Jersey, during the occasion of the National Convention of the American Association of School Administrators. Left to right: Mrs. Taimi Lahti, assistant executive secretary, NEA Department of Classroom Teachers; W. O. T. Flemming, principal Monroe Street School, Salisbury; Mrs. Alice Cummings, administrative assistant NEA Department of Classroom Teachers; George W. Miller, principal, Price School, Salisbury; Mrs. Edna Richards, executive secretary, North Carolina Association of Classroom Teachers; E. B. Palmer, executive secretary, North Carolina Teachers Association; and Mrs. Dorothy Jackson, president elect, North Carolina Association of Classroom Teachers.

measure, and test the eyesight of children. Such help permits the teachers to do more planning for work in the classroom.

- At Sowers Elementary School, Wichita, Kan., parent volunteers help in classrooms regularly throughout the school year so that teachers may complete records and assignments.
- At William-Ramsay Elementary School, Alexandria, Va., parents type stencils two hours each day for classroom use. A separate eating place for off-duty teachers is planned, and a new master schedule will limit the number of special classes per day for each teacher.
- At Urbana Elementary School, Frederick County, (Md.) public schools, stu-

dents spend an afternoon each week in their own choice of activities. Since parents supervise the program, teachers are able to use this afternoon for planning and preparation.

The contribution by parents is outstanding, but there are other means of easing the strain on teachers who are called upon to do non-teaching tasks.

- At Smithsburg Elementary School, Washington County (Md.) Public Schools teachers complained that cafeteria and playground responsibilities left no time for planning, helping individual pupils, and assessing their progress.

Three solutions were found:

Upper-grade students assist lower-grade teachers before and after school by helping with

bulletin board materials, charts for lesson illustrations, and housekeeping chores, and by reading stories or playing games with children.

One teacher handles all the science classes and another teaches all the music. This permits two one-hour free periods a week for each teacher.

A physical education teacher on a part-time basis makes possible additional time for planning and preparation during the school day.

Team teaching, grouping students in reading and arithmetic classes according to ability, more television and audiovisual aids, proper grouping of emotionally disturbed children, and good discipline — all help to ease teaching in the classroom, the project report indicates.

Emerging Educational Opportunities For All

Filmstrip. Washington, D. C.: National Education Association, 1966. 68 frames, 15 min., color, sound. \$8.00. Stock No. 388-11744.

Innovations in education are springing forth today with astounding rapidity. No educational field is free of probing for improvement. No problem of society for which education might be at least a partial solution is ignored.

Who will take all the proposals off the planning boards and sift, evaluate, and convert them to practical use? In the final analysis, it is the school and the individual classroom teacher that must apply the ideas to everyday instructional programs. Continuing staff development and constant review of new techniques are vital to the progress of American education today.

Emerging Educational Opportunities for All, a new color filmstrip from the National Education Association, reports the highlights of an instructional conference held at the NEA in November 1965. Over 500 educators participated in exploring some of the most important current instructional problems :

How does the teacher learn about and use the findings of educational research? What should be the aim of early learning experiences for all children? How do small school systems maintain quality in the face of increasing complexities in education? What legal provisions surround the use of new teaching aids and media? What are the implications for education of automation and technology? What are the qualities of a good teacher in the modern educational atmosphere? What conditions foster professional competence in teachers?

The filmstrip package comes with a narration on a 3¾ IPS tape and a printed script and program guide. It is designed not merely as an interesting program but as a stimulus to further study, discussion, and action by educators, students of education, school boards, legislators, and the interested public.

New U.S. Education Commissioner Sworn In

Harold Howe, 47, was sworn in as U. S. Commissioner of Education on January 5. The oath of office was administered by John W. Gardner, Secretary of Health, Education, and Welfare.

Mr. Howe, who received a recess appointment from President Johnson December 18, 1965, succeeds Francis Keppel, who had served as Commissioner of Education for three years. Mr. Howe will be responsible for administration of Office of Education programs.

The appointment of Mr. Howe is expected to free Mr. Keppel for full-time attention to his new responsibilities as Assistant Secretary of Health, Education, and Welfare (for Education), a post he assumed last October in addition to his duties as Commissioner of Education. Keppel will be principal education adviser to his Cabinet boss, John Gardner.

For the past two years, Mr. Howe has been executive director of the Learning Institute of North Carolina, a private, non profit organization for encouraging educational research and innovation. He served from 1960-64 as superintendent of schools in Scarsdale, New York, has been a trustee of Vassar and Yale, and Vice-chairman of the College Entrance Examination Board. He also has held teaching and administrative positions in public and private schools. A native of Hartford, Conn., Mr. Howe received his A.B. degree from Yale, M.A. at Columbia, and continued his studies in education at the University of Cincinnati and at Harvard.

Positions Open

The University of Saskatchewan, Regina Campus, invites applications for the following positions in the Department of Elementary Education:

Curriculum and Instruction:

- Primary Methods
- Art Education
- Mathematics Education
- Social Studies
- Science Education

General Methods and

Elementary School Curriculum

Appointments will be made at the rank of an assistant or associate professor, depending on qualifications. Present salary scales are as follows: Assistant Professor - \$8,200.00-\$10,600.00; Associate Professor - \$11,000.00-\$13,600.00. It is anticipated that the salary schedule for 1966-1967 will be revised in an upward

direction. The University is prepared to pay a moving grant up to \$1,000.00.

Appointments are effective on July 1, 1966.

Application and inquiries should be directed to:

Dr. J. Orrison Burgess, Head,
Dept. of Elementary Education,
University of Saskatchewan,
Regina Campus, Regina,
Saskatchewan.

Social Security Information

Many social security beneficiaries 65 or older who received enrollment cards for the medical insurance part of Medicare through the mail have not yet returned them, John Ingle, social security district manager in Raleigh, reported recently.

This enrollment card is important. Social security beneficiaries can use it to sign up for medical insurance, which will help pay doctors' bills when Medicare becomes effective next July, Ingle continued.

This card should be filled out and returned to social security as soon as possible. Anyone who has lost the enrollment card can get another by writing or calling the Raleigh social security office, but he should do it soon. The office will be open each Saturday morning from 8:00 a.m. until 12:00 noon during January, February, and March to provide an additional opportunity for those working to sign up.

Social security beneficiaries, along with nearly all other people who will be 65 or over before 1966, will have medical insurance when the plan goes into effect only if they sign up by March 31, Ingle said.

FISCAL POLICY

As readopted by the Board of Directors, September 21, 1963

As readopted by the Board of Directors, February 6, 1965

I. *Committee on Budget and Finance*

The President of the Association shall appoint a Standing Committee on Budget and Finance. This committee shall consist of a Budget Director (Chairman), the Executive Secretary, the Treasurer, and at his, the president's discretion, additional members not exceeding eight (8) in number. The duties of the committee shall be as follows:

- A. To supervise all phases of the Association's fiscal affairs.
- B. To convene annually all division officers for the purpose of allotting the current year's budget and planning the budget for the ensuing year.
- C. To confer with personnel within divisions concerning difficulties that may arise in the allotment of divisional funds to departments and sections within each division. It shall be the duty of the committee to decide how such difficulties are to be resolved. In such instances, the decision of the committee shall be final.
- D. To decide the legality and /or advisability of all proposed expenditures not specifically provided for in the annual budget as adopted by the annual convention. The decision of the committee is to be reported to the Board of Directors for final action.
- 1. All such requests must be submitted to the

Budget Director for committee action.

- (a) The Budget Director and President may, upon the advice of the Executive Secretary, approve expenditures in cases where necessary delay for committee action would prove harmful in the execution of activities of the association.
- (b) Requests for travel or other legitimate expenses provided for in the adopted budget but not specifically designated may be approved by the budget director when submitted on proper form(s) and signed by the chairman of the division, department, section, or agency. Report of such action shall be given to the Board of Directors.
- E. The Committee on Budget and Finance shall recommend to the Board of Directors what disposition shall be made of all budgetary balances after the close of the fiscal year. No division, department, section, or agency may claim balances unspent after May 1st. Requests for any unspent balances after May 1st should be made in writing to the Board of Directors.
- F. The committee shall require periodic reports of the Executive Secretary relative to the financial condition of the Association and include itemized budgetary expenditures of each office as well as of

each division, department, section or agency. That the Executive Secretary require the Bookkeeper to make each month a bank reconciliation statement and that copies be filed fifteen (15) days after receiving bank statement with the President, Executive Secretary and the Budget Director. The forms to be furnished by the Executive Secretary.

- G. It shall be the duty of the Budget Director to make such reports as the Board of Directors may require concerning the fiscal affairs of the Association.

II. *Executive Secretary's Office*

- A. The Executive Secretary shall supervise the financial operation of the Association. He shall supervise the bookkeeper and require that fiscal matters be handled in accepted business fashion
- B. The Executive Secretary shall prepare all vouchers. All vouchers must be approved by the Committee on Budget and Finance as provided in I. (D), I (a), I (b), provided that such approval is not necessary for Association approved causes. Salaries of employees, taxes, and other similar expenditures would be examples of approved causes.
- C. When the bank balance in the Executive Secretary's account reaches \$10,000.00 or less he is to transfer this amount to the Treasurer's account.
- D. The checking account maintained by the Executive Secretary in the name of the North Carolina Teachers Association has two purposes only: (1) to

serve as a repository for all monies received by the Executive Secretary's office from whatever source. All such checks presented by employees of the North Carolina Teachers Association are to be for "deposit only." Cash may not be received by any employee making a deposit of such checks. (2) This account is secondly to serve as a convenient means for transferring the association's funds to the Association treasurer. Checks drawn on this account may be made to the account of the treasurer of the association ONLY. No other checks to any other party drawn on this account are to be considered valid.

Nothing in the above paragraph is to be construed to preclude the division of the funds of a check, upon deposit, which is made out to the North Carolina Teachers Association and which includes monies meant for such organizations as the NEA, SNEA, and the ATA along with dues for the North Carolina Teachers Association. All such checks, where this procedure is applicable, should be divided at the time of deposit and a cashiers check purchased for the other organization on the amount named on the check.

III. Budget Expenditures

- A. All expenditures must be supported by proper vouchers, drawn by the Executive Secretary as previously stipulated. The following provisions shall govern the Executive Secretary in drawing vouchers.

1. The proposed expenditures must be within the budget for the particular item unless approved by the Budget and Finance Committee.
2. The proposed vouchers must be supported by itemized statements attached to forms provided by the Executive Secretary.
3. All vouchers must be drawn to the credit of the person or firm rendering the services and not to any intermediary party.
4. The following expenditures may not be paid from Association funds:
 - (a) Expenditures incurred by persons, officers or others, in attending the Annual Convention of the Association.
 - (b) Expenditures incurred by persons, officers or others, in attending District Associations, or meetings of the Executive Committee of said District Associations held the day before or on the day of District meetings.

Note: Subsections (a) and (b) above shall not prevent the payment of a reasonable honorarium to a featured speaker at a regular state or district convention although such a person may be a member of the particular body. *Note:* "Fea-

tured speaker" may be defined as an individual who delivers the principal address at a General Session of the State NCTA or District Convention(s).

Note: Officers of a District or the State Association shall receive no honorarium if selected as a "featured speaker".

IV. Travel Allowances

- A. Travel by private automobile: Eight cents per mile, round trip mileage nearest route. Only one mileage expense may be paid for a single car, regardless of how many persons, properly authorized to travel at Association expense, may occupy the car.
- B. Travel by Bus, Train or Air: Actual cost of such transportation plus taxi or Limousine fare. Such travel should be authorized by the Board of Directors.
- C. Meals and Lodging: On trips properly authorized, meals may be furnished not to exceed \$2.50 in-state and \$3.50 out-of-state. Overnight accommodations should not exceed \$8.50 in-state and \$13.50 out-of-state. All requests for such reimbursement must be on forms furnished by the Executive Secretary and have attached receipts to substantiate claims.
- D. Delegates and representatives of the NCTA duly authorized to attend dinner and Luncheon meetings and banquets will be reimbursed for the actual costs of such meals.

4%

DAILY
INTEREST
PAID 4 TIMES A
YEAR ON SAVINGS

OFFICERS

CLYDE DONNELL, M. D.,
Chairman of the Board of Directors

J. H. WHEELER,
President

E. R. MERRICK,
Vice-President

J. E. STRICKLAND,
Senior Vice-President, Raleigh Branch

C. A. HAYWOOD,
Vice-President, Raleigh Branch

J. J. SANSOM, JR.,
Vice-President-Manager, Raleigh Branch

A. E. SPEARS,
Vice-President, Charlotte Branch

I. O. FUNDERBURG,
Cashier

VIVIAN R. PATTERSON,
Assistant Cashier

DAVID L. HARRISON,
Assistant Cashier

WALTER TUCKER,
Assistant Cashier

JESSE B. ANGLIN, JR.,
Assistant Cashier

WALTER E. RICKS,
Trust Officer

J. C. SCARBOROUGH, JR.,
Assistant Trust Officer

DIRECTORS

CLYDE DONNELL
I. O. FUNDERBURG
N. T. GARRETT
J. W. GOODLOE
C. A. HAYWOOD
W. J. KENNEDY, JR.
E. R. MERRICK
J. J. SANSOM, JR.
J. C. SCARBOROUGH, SR.
A. T. SPAULDING
C. C. SPAULDING, JR.
A. E. SPEARS
J. S. STEWART
J. E. STRICKLAND
MRS. V. G. TURNER
W. J. WALKER, JR.
J. H. WHEELER

FINANCIAL STATEMENT

Mechanics & Farmers Bank

DECEMBER 31, 1965

RESOURCES:

Cash in vault and due from banks	\$2,119,714.61	
U. S. Government Bonds	3,561,694.66	
N. C. State and Municipal Bonds	209,685.79	\$ 5,891,095.06
Other Securities		2,902,834.32
Loans and Discounts		6,147,466.24
Banking Houses		232,885.21
Furniture and Fixtures		83,327.99
Other Assets		111,612.10
TOTAL RESOURCES		<u>\$15,369,220.92</u>

LIABILITIES:

Common Stock	\$486,155.00	
Surplus	426,080.00	
Undivided Profits	5,335.12	\$ 917,570.12
Reserve for Bad Debts		95,593.40
Reserve for Losses		31,500.00
Other Reserves		150,590.77
DEPOSITS		<u>\$14,173,966.63</u>
TOTAL CAPITAL & LIABILITIES		<u>\$15,369,220.92</u>

"LARGE ENOUGH TO SERVE YOU — SMALL
ENOUGH TO KNOW YOU"

RALEIGH - DURHAM - CHARLOTTE

Member Federal Deposit Insurance Corporation

BENNETT COLLEGE

A Distinctive College For Women

GREENSBORO, N. C.

A Liberal Arts College
Awarding the degrees of
Bachelor of Arts and
Bachelor of Science.

Class "A" Accreditation
Full member of the Southern
Association of Colleges and
Schools.

A Christian College stressing high standards of character, morality and scholarship.

An International College admitting students of all races, creeds, and cultures.

Opportunity for Independent Study with Outstanding Faculty and in New Programed Learning Laboratory. Challenging Fields of Study Include: Non-Western Studies, Psychology, Economics, Russian, Mathematics, Chemistry and Life Sciences.

For Additional Information, Write:

Director of Admissions, Bennett College, Greensboro, N. C.

Opening Date for Fall Semester, September 14, 1966

A Filing Cabinet
for Every Purpose
...and Purse

by **SHAW-WALKER**

Whatever your filing cabinet needs, whether you need one or hundreds, Shaw-Walker makes a Filing Cabinet to fit your purpose ... and purse.

These files pay for themselves by saving time. Patented drawer interiors speed filing. New floating mechanisms ensure easiest drawer operation.

Made in Five Grades, each representing the greatest dollar value in its price bracket!

Capital Printing Co.

110 W. Hargett St.

Raleigh, N. C.

AIR CONDITIONED

At the Fabulous New
5 Acre - Million Dollar Resort
Miami's Fabulous Showcase
... Exclusively for YOU
Send for colorful brochure

HAMPTON HOUSE

MIAMI, FLORIDA

GREETINGS!

MOTEL and VILLAS

NORTH CAROLINA TEACHERS ASSOCIATION CONVENTION

Raleigh, N. C.—March 31 - April 1, 1966

Our representative, Mr. C. H. Campbell, of Trailways Travel Bureau, will be glad to assist you with respect to any information about our motel and your plans to visit us this coming summer.

JUNE 1966 EDUCATIONAL MONTH

AMERICAN TEACHERS ASSOCIATION CONVENTION — June 24-25

NATIONAL EDUCATION ASSOCIATION CONVENTION

June 26 - July 1

MAKE HAMPTON HOUSE YOUR HEADQUARTERS

— Special Rates —

\$7—Single Occupancy

\$10—Double Occupancy

The NCTA Credit Union

Of Raleigh, N. C., as of December 31st, 1965
4th Annual Statement of Condition
 (Copy of Sworn Statement Submitted to the State Administrator
 of Credit Unions as Required by Law)

Assets

Required Deposit — M&F Bank, Raleigh	\$ 2,155.02
Cash (Checking Account, Available for Loans)	2,303.71
Loans Outstanding	35,788.11
Total Assets	\$40,246.84

Liabilities

Shares (Including 5% Dividends)	\$32,336.06
Notes Payable (Money borrowed for use in making loans to members)	6,000.00
Reserve Fund (This reserve increases the safety and strength of the credit union)	1,477.65
Undivided Profits	233.13
Total Liabilities	\$40,246.84

State of North Carolina, County of Wake

F. D. McNeill, Treasurer of the above named credit union personally appeared before me this day, and being duly sworn, says that the foregoing is true to the best of his knowledge and belief.

Sworn to and subscribed before me, this 21st day of January 1966.

THELMA M. KECK, Notary Public
 Commission Expires: 11-6-66

F. D. McNEILL, Treasurer

ORGANIZATION AND GROWTH SINCE SEPTEMBER 30, 1961

Year	Members	Number of Loans	Yearly Amount of Loans	Total Assets
12-31-61	25	0	0	\$ 1,279.25
12-31-62	127	5	\$ 1,055.00	3,472.05
12-31-63	233	24	5,987.50	7,095.36
12-31-65	339	80	21,888.36	17,591.40
12-31-65	450	175	37,376.04	40,246.84

STATISTICAL INFORMATION

Total Loaned Since Organization	\$92,317.19
Range of Loans Granted	\$50.00 to 1,000.00
Loans Charged off Since Organization	3.40
Average Loan Per Borrower	300.00
Average Share Per Member	73.00
Range of Shares Per Member	\$ 5.00 to 2,300.00
No. of Members Shares \$99.00 or Less	387

CITATIONS AWARDED TO

Shares \$100.00 to \$499.00 "The Century Group"	55
Shares \$500.00 to \$999.00 "The Notables"	3
Shares \$1,000.00 to \$1,999.00 "The President's Group"	2
Shares \$2,000.00 or more "Les Elites"	3

What You Know About The NCTA Credit Union

Assuming NCTA membership, the minimum is \$5.25 initially via money order, certified or cashier's check and shares are \$5.00 each thereafter. We do not have a share maximum so you may save large amounts.

Shares and loans are life-insured up to **\$2,000.00** at **no extra cost**. This includes a 6 months disability feature up to age 60.

Two consecutive years of 5% dividends 1964 & 1965, with a 6% loan interest rate are hard to beat features.

We are charged by law to manage the savings in a careful manner. None of us can afford to lose our hard-earned money so we utilize **every honorable means** of recovering our loan funds from delinquents.

Approximately **86%** of 1965 loan applications were **approved**. It is anticipated that with assets in excess of \$50,000.00, 95% of all small loans can be approved.

Our normal loan limit is \$500.00 but \$1,000.00 is available to qualified applicants. Generally, co-signers are required on amounts exceeding \$255.00. \$250.00 plus the amount of share may be secured on the member's signature.

The **10% share requirement** to borrow means the member should have on shares, 10% of the desired loan. If not, assuming the loan is approved, this amount is deducted from the loan.

Practically all with **continuous** bank credit and the best 50% of those dealing with finance companies, will probably qualify for loans with us.

The good character of the borrower and/or co-signer's is **primary**. If unknown, a favorable report of credit references is required which usually takes about seven days.

5th Annual Meeting, January 21, 1967, Downtowner Motor Inn, Raleigh

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Two Consecutive Years

Summer Loans — May 1 to June 10, 1966; Send 1966-67 Contracts
With Loan Applications

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee **must be** via certified, cashier's check or money order.

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1965, approximately 86% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.



WHEN GULF MEN MEET GOOD IDEAS DEVELOP



Gulf Oil Sales representatives from around the country met at Gulf's Eastern Region headquarters, Philadelphia, Pa., where they conferred with Marketing officials. They then attended the annual conference of the Pennsylvania NAACP, at which Gulf was awarded a special citation "For Outstanding Achievement in the Field of Human Relations." A visit to Valley Forge and a Gulf reception for NAACP delegates also were on their agenda.

Pictured (l to r): James Finley, Baltimore; Thomas Thompson, Houston; Don Young, Philadelphia; Frank Odom, Atlanta; Doylan Forney, Detroit; John Stewart, Atlanta; George Hackney, Cleveland; Carl Lockhart, San Francisco; James Pace and Frank Brown, Los Angeles; E. H. Packer, Atlanta; Jay Hendricks, Washington; Clydell Johnson, Atlanta; Q. E. Hicks, Houston; Ken Hawthorne and C. A. Hereford, Pittsburgh; and J. Johnson, New York.



Serials Sec., Acquisitions Dept.
LIBRARY
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, N. C. 27515

MAY 30 1966

CLASS OF SERVICE
This is a fast message
unless its deferred char-
acter is indicated by the
proper symbol.

WESTERN UNION TELEGRAM

W. P. MARSHALL, PRESIDENT

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination.

SYMBOLS
DL = Day Letter
NL = Night Letter
LT = International
Letter Telegram

MARCH 28 '66
129 GOVT NL PD NF WASHINGTON DC 28

E B PALMER, EXECUTIVE SECRETARY
NORTH CAROLINA TEACHERS ASSOCIATION
125 EAST HARGETT ST RALEIGH N C

THE 85TH ANNUAL STATE CONVENTION OF THE NORTH CAROLINA
TEACHERS ASSOCIATION TAKES PLACE IN THE MOST DYNAMIC
PERIOD IN YOUR GREAT STATE'S EDUCATIONAL HISTORY. I WOULD
APPRECIATE IT IF YOU WOULD CONVEY MY WARMEST PERSONAL
GREETINGS TO YOUR FELLOW OFFICERS AND MEMBERS. YOUR
ASSOCIATION'S CONTINUOUS PROGRESS WILL BE OF DEEPEST
PERSONAL INTEREST TO ME HERE.

TRULY, EDUCATION IS THE FIRST WORK OF OUR TIMES. TO
ENABLE EVERY YOUNGSTER TO RISE TO HIS OR HER HIGHEST
POTENTIAL IS THE FOREMOST CHALLENGE FACING OUR BELOVED
NATION.

AT LONG LAST AMERICA IS COMING TO GRIPS WITH THIS INSPIRING
OPPORTUNITY. WE SHALL GO FORWARD TOGETHER ASSISTING
DEPRIVED AND ALL OTHER YOUNGSTERS TO MAKE THE MOST OF
THEIR LIVES. THUS, WE SHALL BUILD NORTH CAROLINA'S AND
ALL AMERICA'S EVER BRIGHTER FUTURE.

MY BEST WISHES TO YOU FOR A MOST MEMORABLE CONVENTION.
HUBERT H. HUMPHREY, VICE-PRESIDENT USA

POST CONVENTION ISSUE

WHEN
YOU ...

... YOU SAVE
*Time, Money,
Office Detail*



ESEA and NDEA orders for books of the publishers listed below may be sent to us to save TIME, OFFICE WORK AND MONEY. We make very prompt shipment.

Consolidate your orders for all titles and the one shipment from us will save you the difference in transportation from Raleigh to your address against the cost of transportation for several different points of shipment of much greater distance.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK
If it's used in North Carolina — We have it!

*FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of high school,
supplementary, and workbooks for use in North Carolina.*

Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Ginn and Co.

Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Summey-Birchard Co.
The Steck Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-FIVE YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1966

North Carolina
SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.



Come visit the enchanted islands.

From charming Nassau, to exciting Grand Bahama, and all points in between, the Bahama Islands offer a thoroughly delightful holiday! A magic land of palms and pink-powder beaches... crystal clear emerald seas... unhurried surreys... all your favourite land and water sports... shopping bargains... calypso night life with an authentic Bahamian flavour!

Only minutes by air, overnight by ship, from Florida. No passports required of U.S. citizens, but proof of citizenship recommended. See any travel agent.

Bahama  **Islands**

BAHAMAS MINISTRY OF TOURISM
Dept. NCTR, 351 S.E. 2nd St., Miami, Fla. 33131
Please send your free Bahamas vacation folder to:

Name
Address
City State Zip

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. S. E. Duncan, President Salisbury
 Mr. M. M. Daniels, Vice President Wilson
 Dr. Nelson H. Harris, Treasurer Raleigh
 Mrs. Geneva J. Bowe, Recording Secretary Murfreesboro

SPECIAL OFFICERS

Dr. Lafayette Parker
 Immediate Past President Winston-Salem
 Mrs. Margaret W. Wilson
 President, Association of Classroom Teachers Kings Mountain
 John H. Lucas
 State NEA Director Durham
 Mrs. Elizabeth D. Koontz
 President, NEA Department of Classroom Teachers Salisbury

ELECTED MEMBERS

O. N. Freeman, 1966—Charlotte
 J. H. Twitty, 1966—St. Pauls
 King A. Williams, 1966—Winfall
 S. O. Jones, 1967—Greensboro
 Mrs. L. P. Burton, 1967—Asheville
 Mrs. L. B. Daniel, 1967—Raleigh
 T. V. Foster, Jr., 1968—Rocky Mount
 W. O. T. Flemming, 1968—Salisbury
 J. H. Wooten, 1968—Goldsboro

DISTRICT PRESIDENTS

Coastal Plain A. C. Crowder, New Bern
 East Piedmont G. L. Foxwell, Raleigh
 North Central T. M. Ringer, Nashville
 Northeastern Francis H. Mebane, Farmville
 Piedmont J. C. Duncan, Yanceyville
 Southeastern Bruce Hargrove, Maxton
 Southwestern Ralph Davis, Canton
 Western B. N. Cook, Winston-Salem

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Margaret Wilson, Kings Mountain
 A. Department of Elementary Teachers—Mrs. Ruby Manley, Ahoskie
 1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
 2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
 B. Department of Secondary Teachers—Robert W. Boley, New Bern
 1. Section of English Teachers—C. C. Lipscombe, Raleigh
 2. Section of Foreign Language Teachers—Mrs. Cynthia Smith, Durham
 3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
 4. Section of Mathematics and Science Teachers—Clarence Newsome, Ahoskie
 C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
 D. Department of Retired Teachers—(Unreported)
 A. Department of Home Economics Teachers—Mrs. Bernice T. Graham, Badin
 B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
 C. Department of Industrial Education Teachers—B. H. Thornton, Durham
 1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
 D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
 E. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
 1. Section of Driver Education—Isaac Barnett, Greensboro
 F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
 G. Department of Extension Education (with Vocational Agriculture)
 H. Department of Librarians—Mrs. Arabella Bryant, New Bern
 I. Department of Guidance—Mrs. Alice Solomon, Raleigh
 J. Department of Bible Teachers—Mrs. E. Merritt Pratt, Durham
 K. Department of Art Teachers—Mrs. Helen Daniel, Durham
 L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville

LEADERSHIP CONFERENCE

AUGUST 11 - 13, 1966

I. Classroom Teachers - Thursday
 II. NEA - Friday
 III. NCTA - Saturday

HAMMOCKS BEACH

THEME: SAME AS NEA ADAPTATION

Professional Negotiations & Merger

Thursday, August 11, 1966

Classroom Teacher Day Center of Interest:

Friday, August 12, 1966

9:30 A.M. - 1:30 P.M.—First General Session
 National Education Assn.
 1:30 P.M. - 2:30 P.M.—Lunch
 2:30 P.M. - 4:30 P.M.—Workshop Sessions
 5:15 P.M. - 6:30 P.M.—Dinner
 7:00 P.M. - 8:00 P.M.—Movie and watermelon cut
 8:15 P.M. until —Free choice: Group 1 —
 Re-hash, Group II Games
 (cards, etc.)

Saturday, August 13, 1966

9:00 A.M. - 1:00 P.M.—Third General Session
 N. C. Teachers Assn.
 1:00 P.M. - 1:30 P.M.—Conference Wrap-up —
 Margaret Stevenson
 1:30 P.M. - 2:00 P.M.—Lunch
 2:00 P.M. - 5:00 P.M.—Tour of Hammocks Beach
 State Park
 8:00 P.M. until —Free choice
 5:00 P.M. - 6:00 P.M.—Dinner

Consultants

Jim Williams
 John Carlson
 Margaret Stevenson
 Cy Mill

Division of School Administrators and Supervisors—F. J. Corbett, Rocky Point

A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
 B. Department of Principals—S. B. T. Easterling, Ellerbe
 1. Section of Elementary Principals—C. D. Marsh, Angier
 2. Section of High School Principals—R. S. Cooper, Pantego
 3. Section of Junior High School Principals—O. F. Hudson, High Point
 4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro

Division of Higher Education—L. H. Robinson, Greensboro

A. Department of Administration—(Unreported)
 B. Department of Instruction—Charles A. Ray, Durham
 C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

Headquarters Staff

Mr. Elliott B. Palmer, Executive Secretary
 Mr. Fred D. McNeill, Jr., Field Representative and Treasurer-
 Manager NCTA Credit Union
 Mrs. Edna C. Richards, Executive Secretary, Association of Class-
 room Teachers
 Mr. W. R. Collins, Field Agent, Hammocks Corporation
 Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations,
 and Research
 Mrs. Della P. Perry, Bookkeeper
 Miss Elaine Jeffreys, Assistant Bookkeeper
 Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom
 Teachers
 Miss Clementine McQuaig, Secretary to Executive Secretary—NCTA
 Miss Tabitha Pettiford, Secretary-Stenographer
 Mrs. Ludie Singletary, Secretary to the Field Representative
 Mr. James Jones, Building Custodian

ELLIOTT B. PALMER
Executive Secretary, and Editor

THELMA M. KECK
Managing Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

* * *

THIS MONTH'S COVER

The cover is a facsimile of the telegram sent by the Honorable Hubert H. Humphrey, Vice-President, The United States of America, to the North Carolina Teachers Association, on occasion of the 85th Annual Convention, March 31 - April 1, 1966, at the Memorial Auditorium, Raleigh, N. C.

* * *

Subscription price \$1.50 yr.

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office at Raleigh, N. C. under the Act of March 3, 1879

Thirteen Thousand Seven Hundred Copies

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXVI

MAY, 1966

NUMBER 3

CONTENTS

Page

SPECIAL FEATURES

The 85th Annual Convention of NCTA Illustrated	4-20
Proceedings of the 85th Annual Convention	10
Report of the Necrology Committee	16
The New Junior High School Is Dedicated	21
Nash County Honors Late Educator	21
Notes on Faculty Desegregation	27
Hammocks Beach Information	29-32
State Workshop PR & R & PPA	33
From The Governor's Office	36
Summer Studies Courses—	
North Carolina College at Durham	16
Letters to the Editor	42
Summer Workshop at East Carolina College	47

ARTICLES

Youth: Hope for a Lost World	35
A Study of Student Decision Making and its Outcome (a resume)	39
Many Negro Teachers Lose Jobs in South	40
The El Paso Story	46
Mathematics and the Deprived Child	48
Cumberland County Unit Retiring Teachers Honored	51

GENERAL

Resolutions Adopted	22-25
Adopted Budget for 1966-67	28
Million Dollar Fund for Teacher Rights	44
NEA News	50-51
NCTA Credit Union — Audit Report	52

ADVERTISEMENTS

North Carolina School Book Depository	Inside Front Cover
Bahamas	1
North Carolina College at Durham	34
Noble and Noble Publishers, Inc.	38
NCTA Credit Union	Inside Back Cover
Coca-Cola Bottling Company	Outside Back Cover

The 85th Annual Convention Of The N. C. Teachers Association

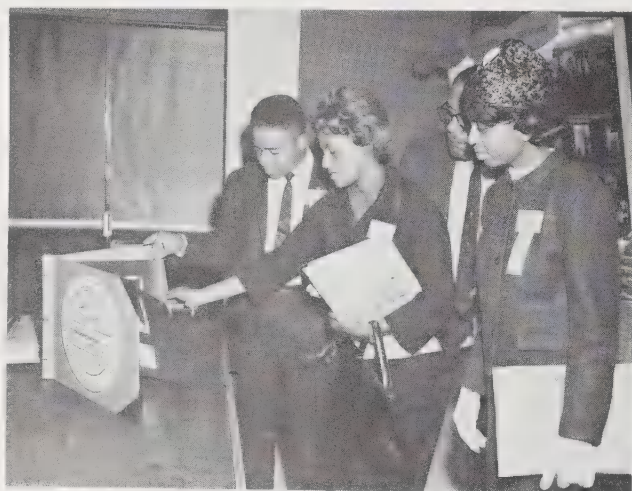
Divisions - Departments And Section Meetings—Illustrated



EXHIBIT MATERIALS FROM NEA — Mr. Ike Booker, a representative of NEA explains exhibit materials to Mrs. N. C. Reece and Mrs. E. H. Gilliam of Williams-ton, N. C. These materials were sent to NCTA Headquarters to be displayed during the Convention.



CLASSROOM TEACHERS REGISTER ON SCHEDULE — Left to right: Mrs. Ruby Carter, Mrs. Margaret Wilson, Mrs. Annie N. Gerald, who are registering classroom teachers.



SCRAPBOOK OF MARTIN COUNTY UNIT ON EXHIBITION — Left to right: C. E. Biggs, science teacher, chairman, PR and R Committee, and member of State PR and R Committee; and Mrs. Mary G. Horton, president, department of classroom teachers, Martin County, show scrapbook to Mr. S. S. Moore, principal of Garysburg School, Garysburg, and Miss Mary T. Mitchell, teacher at West Colerain School, Windsor.

Mr. W. J. Morris of Martin County, not shown on picture, designed the cover for the scrapbook.



MUCH WORK REMAINS TO BE DONE SAYS NCACT PRESIDENT — Mrs. Margaret Wilson, president, NCACT tells the classroom teachers in their business session that much work remains to be done as they forge ahead with new programs. Other NCACT officers are seated left to right: Mrs. Maxine Ormand, assistant secretary; Mrs. Rubie T. Carter, director, East Piedmont District; Mr. Robert Reeder, director, Southwestern District; and Mrs. Edna C. Richards, executive secretary.



FIRST GENERAL SESSION — Dr. S. E. Duncan, president, NCTA presides over the first General Session: Seated on front row of the platform are left to right: Mrs. Felix Barker, president, NCCPTA, Mr. John Winters, city councilman, who brought greetings; Mr. W. A. Foster, budget director, NCTA; Dr. Nelson H. Harris, treasurer, NCTA; Mrs. Geneva Bowe, recording secretary, NCTA; Dr. Lafayette Parker, immediate past president; Dr. W. J. Trent, keynoter; Dr. Charles Carroll, superintendent of public instruction.



THE MOST KNOWLEDGABLE MUST CALL THE SIGNALS — Dr. Charles Carroll, superintendent of Public Instructions is saying to the delegates: "Be sure that those most knowledgeable call the signals in education." Dr. Carroll brought greetings at the first General Session, Thursday night, March 31.



AT THE SECOND GENERAL SESSION — The National Anthem is being sung. Platform guests include officers, NCTA, consultants, NAACP, state and local officers, members of the Southeastern Regional Bar Association, business leaders, and professional staff, NCTA.



"EDUCATE NOT JUST NEGROES, BUT WHITE PEOPLE AS WELL" — Dr. John W. Davis challenges the Elementary School Principals to educate not just Negroes, but white people as well. "Negroes have been teaching whites for 150 years," he stated.



"PLAN THE CHANGES THAT WE WANT." — Standing is Dr. W. Archie Blount, vice-president, Winston-Salem State College, as he speaks on the subject "Developing Attitudes and Techniques for Effective Teaching Under the Pressures of Change." Dr. Blount says "as teachers we must plan the changes that we want."



ATTORNEY JACK GREENBERG SPEAKS TO PRINCIPALS AND SUPERVISORS — Attorney Jack Greenberg, director-counselor, NAACP Defense and Educational Fund speaks to NCTA Principals and Supervisors prior to delivering the main Friday evening address.



DR. JOSEPH H. DOUGLASS SPEAKS TO THE DIVISION OF HIGHER EDUCATION — Standing is Dr. Joseph H. Douglass, chief interagency liaison officer, National Institute of Mental Health. The program topic being discussed is "Imagination, Innovation and Ingenuity: Implications of the Elementary and Secondary School Act of 1965 for the North Carolina Teachers Association."



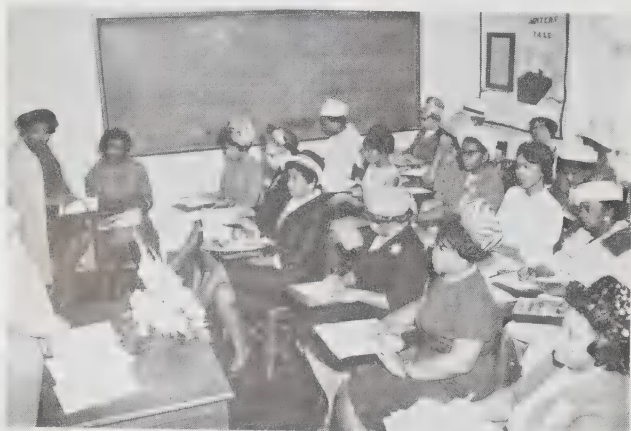
COMMON PROBLEMS OF DRIVER EDUCATION STUDIED — This group is familiarizing themselves with common problems of Driver Education, in order to obtain more uniformity in the execution of jobs in that area. At the left seated is Mr. Isaac Barnett, chairman of this section.



"LIBRARY PROBLEMS CLINIC" — These are some of the participants in the "Library Problems Clinic," held at Ligon High School in the library on Friday, April 1. Mrs. A. B. Bryant of New Bern, presided. Moderator for the panel is Mrs. Acquilla McCall of Winston-Salem.



METHODS IN TEACHING FOREIGN LANGUAGES STRESSED — Standing is Mrs. Cynthia P. Smith, chairman, Foreign Language Department. The program topic of this group is "New Foreign Language Approaches — articulation, coordination, public relations and teacher training."



"MEETING NEW CHALLENGES IN HOME ECONOMICS EDUCATION" — This is the program topic being discussed in the Department of Home Economics Teachers. Mrs. Bernice T. Graham is chairman of the group.



MUSIC WORKSHOP — Standing is Mr. Milton Bliss of N. C. State University, Raleigh as he demonstrates breath control, intonation and proper tone while singing.



"TEACHING TODAY'S CHILD TO LIVE IN TOMORROW'S WORLD" — Dr. Ocie T. Dekle, professor of elementary education, University of Georgia, Athens, Georgia, spoke to Primary and Grammar Grade Teachers Friday morning. Mrs. Ruby J. Manley, chairman of Ahoskie is at the microphone. Dr. Dekle is directly behind Mrs. Manley. Others standing from left to right: The Reverend W. W. Lewis, pastor, Fayetteville Street Baptist Church; Mrs. Susie S. Hilliard, Winston-Salem, and Mrs. Cornelia Cobb, Raleigh; and Mrs. Ophelia Gray, Charlotte.

Dr. Ocie T. Dekle pointed out in her message that the most essential thing in teaching today is to help the child believe in himself so that he, in turn, can believe in others and work for the betterment of life in general. We must help the child face the world of inevitable changes that we now cannot foresee," she said.

The theme was "New Frontiers in Education for Today's Child."



WORKSHOP IN THE PRODUCTION OF VISUAL MATERIALS — In the Audio Visual Aids Department, Mr. Patrick M. Best (at left) shows these instructors how to make their own transparencies for use with the opaque machines. The demonstration was held Friday in Greenleaf Auditorium.



RECRUIT TEACHERS EARLY, DR. FRIERSON URGES — As Dr. Marguerite Frierson, chairman of the TEPS Commission makes her report, she is urging early recruitment of good teachers.



CITED FOR OUTSTANDING SERVICES — Mrs. Annie R. Cruse, instructor, Hillside High School, Durham, presents a plaque to Mr. John V. Turner, instructor, North Carolina College at Durham. Mr. Turner was cited by the Department of Business Education Teachers for his outstanding and dedicated services from 1953 through 1965. Looking on is Mrs. M. B. Wright, chairman of the department.



RETIRED TEACHERS? — THESE REFUSE TO RETIRE! — Mrs. Ethel Thompson Hayswood of Lumberton, receives citation and certificate of honor in behalf of all retired teachers from Mr. W. R. Collins of Durham, representing NCTA.

These two were termed, by President S. E. Duncan, as "Retired teachers who refuse to retire!"

Mrs. Hayswood has a record of 52 years of teaching and 45 years as a supervisor in Robeson County. She is a member of the Board of Education.

Mr. Collins, a retired school principal, now serves NCTA as Hammocks Expansion Director.



DR. RUDOLPH JONES GRAVELY ACCEPTS NEW RESPONSIBILITIES AS NCTA PRESIDENT — Dr. Rudolph Jones, president of Fayetteville State College, accepts his new post as President of the North Carolina Teachers Association, with gravity. He says "I pledge my best efforts to guide the destiny of NCTA in a way that will make you proud. He expresses the hope that "critical years will find NCTA enjoying the same dignity and integrity that it has had over the years."



"ACCEPT THE CHALLENGES OF THE TIMES," SAYS DR. PARKER — At Right: Dr. Lafayette Parker, a past president of NCTA is congratulating the newly elected president Dr. Rudolph Jones. Other officers, left to right are Dr. Nelson H. Harris, treasurer; (Mrs. Geneva Bowe is standing-in for Mrs. Edythe R. Tweedy, recording secretary); Mrs. Ruth Jones, vice-president.

Dr. Parker installed the new officers and charged them to accept the challenges of the times, and to continue their affiliations in other organizations."

Mrs. Edythe Tweedy was injured in an auto accident and was unable to be present.

RECEIVING LINE OF THE PRESIDENT'S RECEPTION — Friday, April 1, after the last General Session, the President's Reception was held in the Southern Room of Memorial Auditorium.





"THE REAL WORLD OF THE BEGINNING TEACHER" — This is the theme for discussion at the meeting of the Department of Student NEA, NCTA. Waiting for the group to assemble for the meeting are left to right: Miss Regina Patterson, ex-president of Student NEA; Mr. S. Wilford Blalock, a former National President of Stuednt NEA; Mrs. Loreno M. Marrow, state consultant, Department of Student NCTA-NEA; Mr. John F. Lewis of Winston-Salem, chapter sponsor, and Miss Judith Wilkins of Fayetteville, president, Student NCTA. Mr. Blalock is the speaker or the occasion.



CHANGES ARE TAKING PLACE IN VOCATIONAL AGRICULTURE — Lecturing to the Vocational Agriculture Section is Mr. Karl M. Keyes, consultant and specialist, Adult Education, Lansing, Michigan. Mr. Keyes explained the Education Act to help impoverished people in the area of agriculture.



SECTION OF SCIENCE TEACHERS — Experiments adopted for today's science.

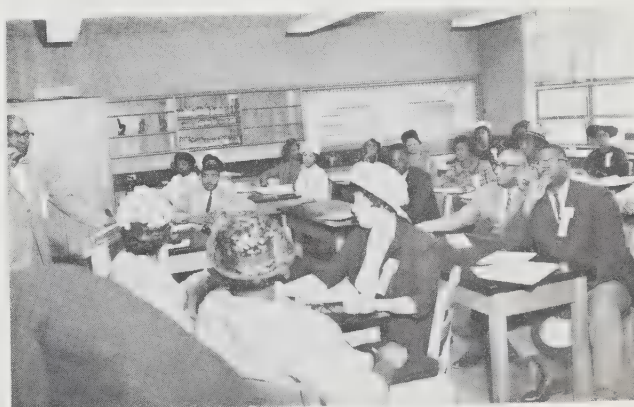


"THE IMPORTANCE OF INTELLIGIBLE SPEECH IN PUBLIC SCHOOLS" — This is the program topic being discussed in the Department of Teachers of Exceptional Children, Friday, April 1, at Ligon High School. Presiding is Mrs. Nettie T. Council of Fayetteville, chairman. Mrs. M. B. Lucas, consultant, Speech and Hearing Clinic, North Carolina College at Durham was the speaker.



"A DEMONSTRATION IN JEWELRY MAKING" — At right: Mrs. Carolista Baum of Chapel Hill, demonstrates how to use inexpensive materials with simple tools in making jewelry.

A workshop in stitchery for all grade levels was conducted by Mrs. Helen L. Daniel, chairman, Department of Art Teachers, NCTA, Art Editor, NCAEA, who is pictured to the left of Mrs. Baum.



"NEW MATH APPRECIATION" — Standing is Mr. Thomas Conway, chairman, mathematics section. The program topic being discussed in this group is "Teaching the New Modern Mathematics."

Proceedings Of The 85th Annual Convention

Raleigh, North Carolina

March 31 - April 1, 1966

FIRST BUSINESS SESSION

Thursday March 31, 1966

4:00 P.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, President, NCTA

Prior to the convening of the First Business Session, Mrs. Alice Stewart, Convention Organist gave a very impressive organ rendition.

The First Business Session was opened by singing the National Anthem which was followed by the Pledge of Allegiance. The invocation was given by Mr. John H. Lucas, NEA Director.

Necrology Report:

The Necrology report was given by Mr. J. W. Mask. The delegate assembly paused to pay tribute to those dedicated NCTA members who had departed this life since our last Convention. Mr. Mask read a very appropriate poem and called the names of the deceased persons. During that time very impressive music was played.

Introductory Remarks by President:

Dr. S. E. Duncan, in his introductory remarks, gave the three great concerns of our association in the event of merger of the NCTA-NCEA.

They are:

1. Recognition of the contribution of both associations to educational progress in the state and nation and their potential for the future.
2. Representation on the governing boards, committees and in offices charged with the responsibility of executing policy and providing leadership for the one association.
3. Reorganization of the two associations so as to provide for the most effective utilization of their human, professional and other resources in order to serve better the students and the people of the state in general.

Dr. Duncan stated that the North Carolina Education Association and the North Carolina Teachers Association occupy a most favorable position for merger. He based this statement on the following points:

1. The over-all philosophy of the two associations grounded mainly in the improvement of education in the interest of the learner is practically mutual.
2. Both associations have operated in a State that has boasted for years of good race relations.

3. Both associations are affiliates of the National Education Association.
4. Both Associations are members of the United Forces for Education.
5. The names of the two associations are sufficiently similar to prevent any formidable obstacle to merger (NCEA-NCTA).
6. Liaison Committees of the associations have been meeting jointly for approximately three years considering integration, merger and other problems of mutual concern.
7. The Board of Directors of both Associations have met in joint session to consider possibilities of merger at the request of the Liaison Committees.
8. NEA Resolution Number 12 instructed both associations to cooperatively formulate a plan of merger for presentation at its annual meeting in July, 1966.
9. The schools will be increasingly integrated and merged, thereby increasing the need for one strong professional organization.
10. Teachers of both races are seriously discussing merger in their administrative units while they meet jointly in many situations to improve education as they have been advised.

On the basis of the above and the availability of leadership in both associations at the State and local levels, Dr. Duncan expressed the desire that both associations move ahead rapidly toward merger.

Minutes of Previous NCTA Convention:

The minutes of the 84th NCTA convention were included in the Delegates Manual which were distributed prior to the First Business Session.

It was moved by Mrs. Geneva J. Bowe and seconded by Mr. J. W. Mask that the minutes be adopted. It was carried.

Credentials Committee:

The report of the Credentials Committee was given by Mrs. Audrey G. Robinson. In her report she stated the hours for registering during the Convention. Mrs. Robinson asked each delegate present to make himself a committee of one to take back to his respective local unit the following suggestions:

1. That instructions be followed as sent from the NCTA Headquarters by our most able and efficient Executive Secretary, Mr. E. B. Palmer.
2. That the delegates rosters be sent under separate cover from the ballots.
3. That each local unit submit a delegates roster with alternate names included.

4. That special attention be given to the time element of submitting delegates rosters to the Executive Secretary which is 72 hours prior to the Annual Convention.

Mrs. Robinson informed us that 760 delegates registered prior to the First General Session.

It was moved by Mrs. Audrey G. Robinson and seconded by Mr. M. M. Daniels that the report of the Credentials Committee be adopted. It was carried.

The Proper Time For

Announcement of Election Results:

It was moved by Mr. W. F. Brice and seconded by Mr. Robert Reeder that the results of the Elections Committee be circulated immediately after the counting of the ballots. It was carried.

Report of the Rules Committee:

Mrs. Geneva J. Bowe, secretary of the NCTA, read the rules by which the NCTA delegates would be governed during the convention.

It was moved by Mrs. Bowe and seconded by Miss L. L. Culbret that the rules be adopted with the deletion of number 4. It was carried.

Seating of Delegates:

It was moved by Mrs. Gwendolyn Harrison and seconded by Mr. A. B. Reynolds that the President designate the area where the delegates are to sit. It was carried.

At this point, the president designated the seats for the delegates.

Treasurer's Report:

It was called to the attention of the delegate assembly that the treasurer's report was included in the delegates Manual for information.

Report of the Board of Directors:

Mrs. Geneva J. Bowe gave the report of the Board of Directors. The following recommendations were made by the Board:

1. The Board of Directors recommends, to the NCTA delegate assembly, that the annual fee of the North Carolina Teachers Association be twelve dollars, (\$12.00).
2. The Board recommends the adoption of the budget as arranged and presented by the Budget and Finance Committee.
3. The Board recommends the adoption of the proposed resolutions for 1966-1967 as presented by the Resolutions Committee.
4. The Board recommends that Mr. John H. Lucas be nominated to serve as NEA Director to be voted on at the NEA Convention at Miami Beach, Florida by the State delegation.
5. The NCTA Board of Directors recommends to the delegate assembly that the NCTA assume the financial responsibility of the development of the Hammocks Beach through assessments, grants, voluntary contributions, in addition to the twenty-eight dollar (\$28.00) plan, and through other desirable means. The first phase

will include the building of twenty cottages, Memorial Chapel, swimming pool, play ground area, parking area, roadway and a marina.

6. The Board of Directors recommends that the 1967 Annual NCTA Convention of the North Carolina Teachers Association be held in Durham, North Carolina on Thursday and Friday prior to Palm Sunday.

It was moved by Mrs. Geneva J. Bowe and seconded by Mr. M. M. Daniels that the recommendations by the Board be adopted.

A substitute motion was made by Mr. E. F. Wilson and properly seconded that we adopt the report by the Board of Directors item by item. It was carried.

It was moved by Mr. W. A. Foster and seconded by Mrs. Henrietta Hatton that the fee for the North Carolina Teachers Association be twelve dollars (\$12.00).

After much debate, it was moved by Mr. Robert Reeder and properly seconded that we call for the previous question.

Those in favor of a two dollar raise in dues were one hundred twenty one. Those against a two dollar raise were four hundred twenty four. The motion was not carried.

The second recommendation by the Board of Directors was omitted because the budget was based on a twelve dollar (\$12.00) fee.

The third recommendation was held in abeyance until after the report by the Resolution Committee.

It was moved by Mr. Robert Reeder and seconded by Mr. Robert Davis and Mr. John M. Miller that Mr. J. H. Lucas be nominated to serve as NEA Director to be voted on at the NEA Convention at Miami Beach, Florida by the State delegation. It was carried.

It was moved by Mrs. Nora Lockhart and seconded by Mrs. J. H. Twitty that the Board explore possibilities of developing the Hammocks and submit their findings to the locals. It was carried.

It was moved by Miss L. L. Culbret and seconded by Mrs. L. J. Sledge that the 1967 Annual Convention be held in Durham, North Carolina at the Jack Tar Hotel. It was carried.

It was moved by Mr. E. F. Wilson and properly seconded that the Budget Committee meet and re-adjust the budget to a ten dollar (\$10.00) fee.

After much debate, it was moved and properly seconded that we move for the previous question. It was carried.

The motion was made by Mr. E. F. Wilson for the Budget Committee to re-adjust the budget to a ten dollar (\$10.00) fee was lost.

It was moved by Mr. James Felton and properly seconded that we reconsider the previous action taken on the NCTA fee. It was carried.

It was moved by Mr. J. H. Twitty and seconded by Mr. James A. Felton that we rescind the previous question on the NCTA fee. It was carried.

It was moved by Mr. J. H. Lucas and seconded by Mr. L. M. Hatton that the delegate assembly go on record as adopting a fee of thirteen dollars (\$13.00) and the additional dollar be used solely for the defense of teachers.

After some debate, a substitute motion was made by Mr. E. B. Palmer and seconded by Dr. Marguerite Frierson and Rev. John Taylor that we adopt the twelve dollar (\$12.00) fee recommended by the Budget and Finance Committee. It was carried.

After announcements by Mr. E. B. Palmer, the meeting adjourned.

FIRST GENERAL SESSION

Thursday, March 31, 1966

8:00 P.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, President NCTA

Prior to the First General Session, the Hillside High School Concert Band gave a half hour concert.

The First General Session convened at 8:00 P.M. It was opened with invocation by Rev. Lorenzo A. Lynch, pastor, White Rock Baptist Church, Durham, North Carolina.

The local Boy Scouts led the group in the Pledge of Allegiance which was followed by a beautiful organ rendition by Mrs. Alice Stewart.

Mr. John W. Winters, member of the Raleigh City Council, extended very warm greetings. In his greetings he praised the NCTA in its efforts to upgrade the teachers, and the teaching profession.

He stated that every successful man or woman in most any field of endeavor is a living testimonial to the dedication and ability of teachers, to bring out the best in individuals.

Special greetings were extended by Dr. Charles Carroll, state superintendent of Public Instruction. He spoke of the growth in education with emphasis on the importance of educators having a common purpose, a common goal and a dedication to our profession.

Mr. T. Roy Phillips, chairman of the United Forces For Education, also brought special greetings on behalf of his organization.

He discussed the influence of the United Forces For Education in North Carolina. He called our attention to the fact that the UFE is comprised of nine organizations and that they are giving their time and talents unselfishly in order to establish a program that is just and obtainable. He considered that the money which we spend for our boys and girls to get an education is a great investment which will bring rich rewards.

Presentation of Awards:

Mr. W. R. Collins, Hammocks Beach promoter, presented the annual Retired Teachers' award to Mrs. Ethel T. Hayswood for fifty two years of outstanding service in the field of education. Mrs. Hayswood served forty-five years in the teaching profession and seven years as a supervisor in Robeson County.

Speaking of today's teaching load, Mr. Collins stated that Mrs. Hayswood was the only teacher with 128 students in a one room school.

Mrs. Hayswood expressed her appreciation for the award received and wished for continued growth of the NCTA.

Presentation of Speaker:

Dr. S. E. Duncan, president of the North Carolina Teachers Association, presented Dr. William Trent, Jr., assistant personnel Director of Time, Inc. and former head of the United Negro College Fund, to deliver the address for the evening.

Dr. Trent, Jr., in his address gave a brief history of the development of education through the years. He stated that our democracy is not blind to color, religion, creed, wealth and poverty. He substantiated this statement by calling to our attention that people living in the poor sections of the country were generally provided with a poor education. "Some people who, because of race, were denied any education at all until 100 years ago," said Dr. Trent. He also brought out the point that the shackles of slavery were replaced by the shackles of custom, tradition and law which gave us an undemocratic system of education.

Speaking on the topic "The Human Possibility," Dr. Trent said, "You teachers are the chosen instrument of the people to pass along from one generation to the next what is best in our civilization. If this instrument is flawed by fear and prejudice and poor preparation and lack of understanding, the American democracy will be just that much flawed. This is an awesome responsibility that is yours."

Dr. Trent cited the Elementary and Secondary School Act of 1965 and the Civil Rights Act of 1964 as two momentous pieces of legislation.

He closed by reminding the delegate assembly that these two momentous pieces of legislation affecting education and human rights, and more important the will of the people that lay behind them, have lifted our vision and promised man a glorious future, if we will but grasp it. The possibility is limitless."

Presentation of Platform Guests:

Mr. M. M. Daniels, vice president of the NCTA presented the platform guests.

Announcements:

Prior to the announcements Mr. E. B. Palmer, executive secretary of NCTA, read a telegram from the Honorable Hubert H. Humphrey, Vice

President of the United States of America. His telegram read as follows: "The 85th Annual State Convention of the North Carolina Teachers Association takes place in the most dynamic period in your great State's educational history. I would appreciate if you would convey my warmest personal greetings to your fellow officers and members. Your association's continued progress will be of deepest personal interest to me here.

Truly, education is the first work of our times, to enable every youngster to rise to his or her highest potential is the foremost challenge facing our beloved nation.

At long last America is coming to grips with this inspiring opportunity. We shall go forward together assisting deprived and all other youngsters in making the most of their lives. Thus, we shall build North Carolina's and all America's ever brighter future.

My best wishes to you for a most memorable convention." This telegram was sent to executive secretary, E. B. Palmer.

Dr. Duncan declared the First General Session adjourned.

SECOND BUSINESS SESSION

Friday, April 1, 1966

7:45 A.M.

Memorial Auditorium

Presiding: Dr. S. E. Duncan, President, NCTA
Budget for 1966-1967:

It was moved by Mr. J. H. Twitty and seconded by Mr. A. N. McCoy and Mr. W. A. Foster, that the budget as submitted by the Budget and Finance Committee, be adopted.

A substitute motion was made by Mrs. Emma T. Duren of Winston-Salem, that we adopt the budget with the exception of the additional two thousand dollars (\$2,000) in association office expense, which is number nine under "Accounts," the seven thousand three hundred eighty-six dollars (\$7,386) in salary increases and the additional six thousand, two hundred fourteen dollars (\$6,214) under "Administration" — these amounts to be put in the contingency fund for legal defense. It was not carried. The original motion was carried.

Resolutions:

It was moved by Mr. J. H. Lucas and seconded by Mr. M. M. Daniels that the resolutions be adopted as submitted by the Resolution Committee. It was carried.

Report of the Legislative Committee

The report of the Legislative Committee was given by Dr. F. G. Shipman. In his report, he stated that the resolutions adopted at the NCTA Convention in 1965 were seriously studied. These resolutions were submitted to the United Forces For Education. Many of them were included in the UFE program.

The report of the Legislative Committee and the United Forces for Education Legislative program for 1967 are included in the Delegates Manual for information.

Report of the Elections Committee:

Mr. L. M. Hatton, chairman of the Elections Committee, gave the report.

The election results for candidates listed on the ballots are as follows:

President:

Mr. M. M. Daniels	4,483 votes
Dr. Rudolph Jones	5,105 votes

Vice-president:

Mrs. Ruth B. Jones	5,218 votes
Mr. Raymond A. Morris	4,280 votes

Recording Secretary:

Mrs. Mary L. Hightower	3,191 votes
Mrs. Edythe R. Tweedy	6,298 votes

Treasurer:

Mr. J. E. Batts	2,355 votes
Dr. N. H. Harris	7,018 votes

The following persons were elected to the offices indicated:

President, Dr. Rudolph Jones
Vice-president, Mrs. Ruth B. Jones
Recording Secretary, Mrs. Edythe R. Tweedy
Treasurer, Dr. Nelson H. Harris

The committee submitted the following recommendations to the Delegate Assembly:

1. That the Board of Directors investigate the feasibility of using data processing materials for voting and tabulations.

2. That all Local Units

- (1) Put return addresses on envelopes
- (2) Include tally sheets with election reports
- (3) Omit Necrology Reports, dues and other unrelated items from package containing ballots and election reports.

3. Under the present constitution, Article IX, Section 5, the Elections Committee is compelled "to count ballots starting at 6:01 P.M. on the day before the last day of the Annual Convention and report the results at a time on the last day to be announced in open meeting on the day before the last day of the Annual Convention."

When this provision was adopted, the NCTA Convention lasted 3 days. Presently, our Convention requires two days. This means that the Committee will count ballots through the First General Session — late into the night or through sectional meetings on the last day.

Therefore, it is the recommendation of the Elections Committee that the Constitution be amended to provide that the Elections Committee shall count ballots starting at 6:01 P.M. on the day before the first day of the convention and report the results at a time on the day before the last day to be announced in the First Business Session on the first day of the Convention.

Report of the Building Committee:

In the absence of Mr. E. E. Waddell, chairman of the Building Committee, Dr. Duncan called the Delegate Assembly's attention to the report of the building committee, which is included in the Delegates Manual for information.

Report of the TEPS Committee:

The report of the TEPS Committee was given by Dr. Marguerite Frierson, chairman. Her report is included in the Delegates Manual for information. Dr. Frierson stated that we no longer have a shortage of Negro teachers and that we should recruit teachers early in order to secure the best qualified ones. She also stated that the TEPS Committee is willing to cooperate directly with local units in carrying out TEPS activities.

P. R & R Committee Report:

An oral report of the activities of the PR and R Committee was not given, but a written report is included in the Delegates Manual for information.

Liaison Committee:

The Liaison Committee report was given by Mr. E. B. Palmer, executive secretary, NCTA. He informed the delegate assembly that the two boards (NCTA-NCEA) had met jointly to compare constitutions, staffs, budgets, etc. The two Liaison Committees (NCTA-NCEA) are to meet on April 13, 1966 to develop a plan for merger and complete integration which is to be considered by the two boards jointly and separately. No merger or plans for a merger are yet in effect.

Mr. Robert Davis of Charlotte shared with us the steps that the Charlotte-Mecklenburg Unit has taken toward Merger. He assured the delegate assembly that the teachers in the Charlotte-Mecklenburg unit would not be joining the NCEA. This unit intends to remain loyal to the NCTA until guidelines are received from the NCTA requesting the Charlotte-Mecklenburg Unit to Merge with the NCEA.

Copies entitled, "Guidelines" for Merger Through Cooperative Endeavors," proposed by the North Carolina Teachers Association, March 31, 1966, were included in the kits distributed to all members of the delegate assembly.

Mr. Palmer informed us that we had gained 109 more members than at the same point during the past year in the NCTA. The North Carolina Teachers Association has gained approximately 2,000 more members in the NEA at this same point last year.

As soon as guidelines for Merger are worked out, they will be sent to every teacher in the state.

Mr. James A. Felton, from Winton, N. C. stated that we need to step up our action on merger. He presented a proposal for merger of the two associations. Dr. Duncan informed Mr. Felton that he could submit his proposal in person to the joint Liaison Committee which is scheduled to meet on April 13, 1966.

In his summary statements, Dr. Duncan made the following points:

1. When Merger takes place resolutions have to be jointly formulated by NCTA-NCEA.
2. We will have to deal with representation from the two associations.
3. Whatever the reorganization, the resources of both associations must be considered.
4. Taking too long to merge will be damaging.
5. Being too hasty will also be damaging.

Mr. N. L. Dillard of Yanceyville encouraged members of NCTA to stick together.

It was moved by Mr. M. M. Daniels and seconded by Mr. J. H. Twitty that the following reports be received. They are included in the Delegates Manual for information:

Delegate Orientation
Research
Credit Union
Hammocks

It was carried.

After announcements by Mr. E. B. Palmer, the Second Business Session adjourned.

SECOND GENERAL SESSION

Friday, April 1, 1966

8:00 P.M.

Raleigh Memorial Auditorium

Presiding: Dr. S. E. Duncan, President, NCTA

Prior to the Second General Session, the South Lumberton High School Mixed Chorus gave a delightful rendition of their talents by singing several numbers composed or arranged by outstanding artists.

The Second General Session was opened with invocation by Rev. W. W. Finlator, pastor of Pullen Memorial Church, Raleigh, which was followed by the National Anthem.

At this point, the audience was favored with a piano and organ duet with Mrs. Alice Stewart at the piano and Mrs. Gloria Timberlake at the organ.

Presentation of Speaker:

Mr. E. B. Palmer, executive secretary of the NCTA presented Attorney Jack Greenberg, director-counselor, NAACP Defense and Educational Fund, Inc., to deliver the address for the evening.

Attorney Greenberg in his address stated that, growing frustrations due to the lack of progress in integration may lead to more demonstrations. He emphasized the fact that resistance to integration is now manifested by ludicrous efforts in deception, where segregation is maintained under a guise. He brought out this point in connection with the difficulty of segregating swimming pools. He cited one instance where a swimming pool was stocked with sea lions.

In his reference to the Civil Rights Act of 1965, Attorney Greenberg said, "The Government is merely enforcing a law it was compelled to pass. The Civil Rights law is not a self-starter, it needs a push in the communities." He stated that Civil Rights has done as much for education as Sputnik.

He placed special emphasis on the fact that "education was stagnant until 1954." After that, the "separate but equal" theory caused authorities to upgrade all schools. The white children got better schools riding on the backs" of Negroes.

Integration of teachers, Attorney Greenberg said, is as much a part of school integration as racially mixed student bodies. He stated that the vigilance of NCTA leaders last year kept authorities from firing some 500 Negro teachers when the NCTA brought the problem to the NAACP Legal Defense Fund. Because of the action taken by the leaders of the NCTA, many teachers received their contracts who would not have received them otherwise.

Attorney Greenberg encouraged the delegation to keep the channels of communication open. He urged that the NCTA executive secretary be kept informed concerning unfair dismissals of teachers. He also reminded that Federal funds will be withdrawn wherever school systems are segregated.

Remarks were made by Dr. John Davis, special director, Teacher Information and Security Program, NAACP Legal Defense and Educational Fund. Dr. Davis noted the progress that is being made in other southern states. He stressed the fact that North Carolina still has a great deal to do before complete merger and integration can take place. He encouraged members of NCTA to support their Executive Secretary. He called attention to the fact that there is a tendency for our best persons to be selected for other positions. He stated that we need to think in terms of what we can pay our Executive Secretary in order to keep him.

Dr. Davis closed his remarks by saying that teachers are not only teachers — they are also citizens.

At this point, Dr. Duncan, president of NCTA read a telegram from Mrs. Elizabeth D. Koontz, president of the Department of Classroom Teachers, NEA. She expressed her regrets for not being able to be with us. She extended her best wishes for a successful convention.

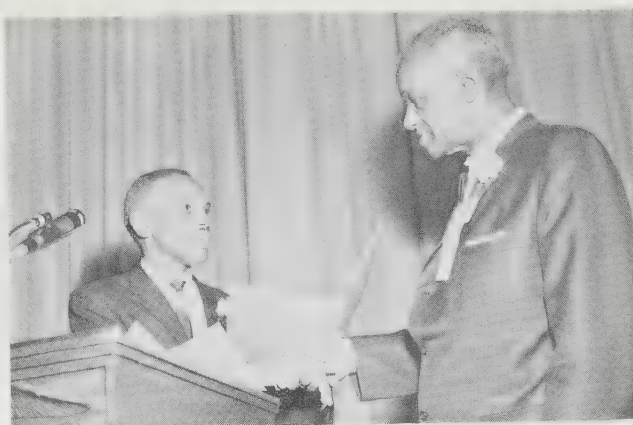
Installation of Officers:

Dr. Lafayette Parker installed the newly elected officers. Mrs. Geneva J. Bowe served as proxy for Mrs. Edythe R. Tweedy who was in an automobile accident and could not be present.

Dr. Rudolph Jones, newly elected President of NCTA, asked for our continued support in the NCTA. He expressed his appreciation for the confidence the members of the North Carolina Teachers Association have placed in him. He assured them that every effort would be made to maintain their confidence.

Presentation of Platform Guests and Announcements

Mr. E. B. Palmer, executive secretary, NCTA, presented the platform guests. He also announced



HONORED FOR MERITORIOUS SERVICE — Left to right: Mr. John Lucas, in behalf of NCTA, presents to Dr. S. E. Duncan, outgoing NCTA President, a gift of seven volumes of books from the Negro Heritage Library. The presentation was made during the Friday's session of the Convention. Dr. Duncan was cited for outstanding services to NCTA.

that the President's reception would follow immediately after the adjournment of the Second General Session. Following the President's reception, a social was held at Ligon High School Gymnasium.

Special Presentation:

Mr. J. H. Lucas, on behalf of the North Carolina Teachers Association, presented to Dr. S. E. Duncan, president of the NCTA and Mrs. Geneva J. Bowe, who had served as recording secretary of the NCTA for ten years, a set of the Negro Heritage Library books with a certificate of merit included in each one. Mr. Lucas, speaking for the association, expressed deep appreciation to them for the service they have rendered to NCTA. Dr. Duncan and Mrs. Bowe will be going out of office on August 31, 1966. Both Dr. Duncan and Mrs. Bowe accepted the books with heartfelt gratitude.



OUTGOING NCTA SECRETARY RECEIVES AWARD — Left to right: Mr. John Lucas of Durham, in behalf of the North Carolina Teachers Association, presents to Mrs. Geneva Bowe, recording secretary for NCTA for ten years, a set of 7 volumes of Negro Heritage Library books. Mr. Lucas cited Mrs. Bowe as having earned the respect and admiration of NCTA through her efficient service.

Report Of Necrology Committee

March, 1966

Whereas, death hath invaded our ranks and removed from the walks of life various ones of our brothers and sisters, their souls having departed to dwell in "The undiscovered country from whose bourn no traveler returns", and whereas their works, through the services they rendered, do follow them, and whereas the invaluable contributions they have made will serve to inspire generations yet unborn, and whereas the NCTA is grateful for their services and cooperation in the work of education.

We do hereby pause in silent and solemn memory of their lives and their association with us.

May we, as we bow, become cognizant of the fact that the great God of all mankind is both merciful and just. And while we here commemorate the lives of those departed, we are mindful of the fact that we, too, must answer the inevitable call.

So live, that when thy summons comes to join
The innumerable caravan, which moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night
Scourged to his dungeon, but, sustained and
soothed

By an unfaltering trust, approach thy grave,
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.

William Cullen Bryant



IN MEMORIAM — Mr. J. D. Mask, chairman of the Necrology Committee, reports on deceased teachers as they have been submitted to him.

IN MEMORIAM

Barnes, Mrs. Martha B., New Garysburg, Northampton Co., Sixth
Booker, Mrs. Adelaide F., West Street, New Bern, First
Boone, Mrs. Lillian F., Davis, Hyde County, Seventh
Calvert, Mr. Grundy, Northampton County, Retired
Carpenter, Mrs. Fletcher, Kingville, Stanly Co., Librarian
Carraway, Mrs. Maggie H., Bladen Central, Bladen Co., Mathematics
Chick, Dr. C. A., Fayetteville State College, Retired
Cooper, Mr. Clarence C., West Pender, Burgaw, Principal
Cox, Miss Bessie, Lenoir County, Supervisor
Dees, Mr. Arthur, Oxford N. C., Retired
Dove, Mrs. Mary H., West Street, New Bern, First
Fitch, Miss Edna, Forsyth County, Retired
Graham, Mr. James W., J. J. Jones, Mt. Airy, Seventh
Henry, Mrs. Alder C., East Union, Union Co., Fifth
Johnson, Mr. Robert A., Frederick Douglas, Elm City, Principal
Kornegay, Mrs. Lucy, Woodington, Lenoir Co., Third
Lowery, Mrs. Annie, Monroe Street, Salisbury, Elementary
Lucas, Mrs. Bedford S., Frederick Douglas, Elm City, Second
Martin, Mr. Carl R., Carver, Winston-Salem, Principal
McLendon, Charles H., St. Augustine's College, Education Dept.
Newby, Mrs. Frances P., Craven Corner, Craven Co., Third
Newton, Dr. Gregory, N. C. College at Durham, Physical Education
Perkins, Mrs. A. W., Richmond County, Retired
Reid, Mr. W. L., Carver, Kannapolis, Principal
Rollins, Mr. A. M., Rollins, Gaston County, Principal
Scales, Mrs. Inez, Atkins, Winston-Salem, Science
Stanton, Mrs. Mary Jane, Union County, Retired
Suggs, Mrs. Penny Hazel, Frink, Lenoir County, Third
Weatherford, Dr. A. E., N. C. College at Durham, Physical Education
Thomas, Mrs. Ann Little, Ashley Chapel, Richmond Co., Fifth
Durham, Miss Pearl, Carver, Wayne County, Eighth
Hines, Mrs. Vertie, Carver, Wayne County, Third

ANNOUNCING

The 1966 Summer Studies Course

On Facts About Alcohol

and

Mental Health in the Classroom

June 27 - July 8, 1966

North Carolina College

Durham, N. C.

Purpose

The course is designed especially for teachers and prospective teachers whose responsibilities include teaching a unit on alcohol education, required by law in North Carolina. Other school disciplines such as counselors, principals and school social workers may also find the course to be of value to them in their work.

Credit

Two semester hours credit for teacher recertification.

Scholarships

Scholarships are available from many of the local alcoholism programs and a limited number from the education division, North Carolina Department of Mental Health, Box 9494, Raleigh, North Carolina.

DEADLINE FOR SCHOLARSHIP

APPLICATIONS: June 1, 1966

Racism Crippled Education

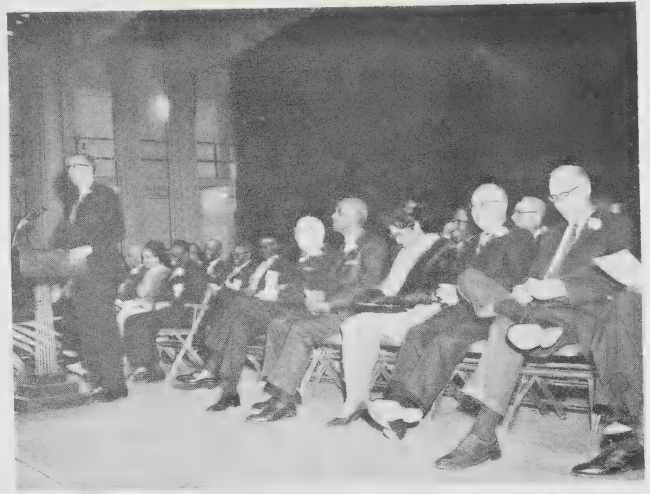
In his message to the teachers on Thursday, March 31, Dr. W. J. Trent, keynoter, made the observation that America opened her arms to all of the oppressed people of the world — of all racial strains — inviting them to make their contributions in their own way to the grandeur of America. There was ONE exception — America did not invite the African — it forced him to come. America did not believe that the African had a cultural contribution to make, and so organized slavery as to effectively destroy that culture he did have. "Despite this," he continued, "there were and there have been contributions that Negroes have made to American life and history and culture. Negroes were not encouraged to do this. They were set apart, and race became an epithet, and society found it desirable to organize schemes to insure that young white Americans and young black Americans would be taught that the black American was inferior and the white American was superior (incidentally doing a grave harm to both). Slavery — the legal restrictions — those things we delight in calling custom and tradition — all were such schemes."

"And what did this do to our education?" Trent queried. It crippled it, because in addition to poverty, race became a limiting factor. The Negro found that race and poverty had a profound effect on his education. The crippling effect of racism on education came "primarily in those states that could not offer a decent education to their children for economic reasons. In these states custom decreed that there should be a dual school system — separate and euphemistically called equal, but actually very, very unequal."

And so our educational system helped develop a color caste, with all of its implications, for a democracy.

In conclusion, Dr. Trent said, "I see a much enlarged and critical role for the teacher and school. Schools have a 'residual function' of making up for the inadequacies of the home and the church.

I hope that soon in America race will no longer be a factor determining who a teacher will teach and where. And, of course, that race will no longer determine whether a teacher may be a member of a professional teachers organization.



DR. WILLIAM J. TRENT AND PLATFORM DIGNITARIES — Dr. William J. Trent, keynoter for the Thursday night general assembly provokes laughter from the platform guests and the audience as he begins his address on a note of wit and humor.

Uphold Standards Of Excellence

Supervisors attending the 85th Annual Convention of the North Carolina Teachers Association, met Thursday, March 31, in Greenleaf Auditorium of Shaw University and heard an address by Dr. Arlynne Lake Cheers, professor of Education, Grambling College, Louisiana. Dr. Cheers challenged the group to uphold the standards of excellence by selecting good teachers, and especially good teachers of language. "The development of language," she said, "is only as close as we can get to the development of the human mind."

Dr. Cheers stated that in 1966 the prime national objective is to educate the culturally deprived child. "The term culturally deprived gives rise to a great misconception," she said. It suggests that people without culture are involved. "These pupils, too, enter school with basic speech patterns, patterns of action, values, and learned emotions which are sanctioned by the larger groups from which they come. Indeed they do have a very complex and strongly developed culture. They have their own culture, but they are deprived of middleclass skills which they must have to compete in the American economy, and thereby become socially and economically mobile. This is what education for the culturally deprived is all about," she stated.



UPHOLD THE STANDARDS OF EXCELLENCE SAYS DR. CHEERS — Dr. Arlyne Lake Cheers, professor of education, Grambling College, Grambling, Louisiana is urging supervisors attending the 85th NCTA Annual Convention to uphold standards of excellence by maintaining competent teachers. Dr. Cheers spoke to the supervisors in Greenleaf Auditorium of Shaw University, Thursday, March 31. Seated, left to right: Mrs. Ruth Woodson, who introduced the speaker; Mrs. Dorothy P. Goodson, chairman, Department of Supervisors, NCTA.

The speaker pointed out that the school population is likely to be academically different as to perceptions and attitudes. Learners must learn as individuals in everything. The child must see the task as something achievable by him. The task of the teacher lies in the area of motivation. Films which show the Negro American as a good Solid achieving citizen will help a great deal to motivate the Negro pupil; also good books on the achievement of Negroes. The child must first gain the respect of the teacher, and new tasks will become important. Learning is more likely to occur if the pupil gets some feedback as to his progress. Instructional aids and other electronic devices will be of help, but the teacher must return to the personal bridge of understanding. For even though aids will give feedbacks, only a teacher can evaluate and at the same time bolster the self respect of the culturally deprived child.

Mrs. Dorothy P. Goodson, chairman, Department of Supervisors, NCTA presided. The speaker was introduced by Mrs. Ruth Woodson, supervisor, State Department of Public Instruction, Raleigh.

Integration Of Teachers Important

Attorney Jack Greenberg, director-counselor NAACP Legal Defense and Educational Fund told teachers and Administrators of NCTA that resistance to integration is now being manifested by "ludicrous efforts in deception," where segregation is maintained "under a guise."

Referring to the Civil Rights Act of 1964, Greenberg said, "The government is merely enforcing a law it was compelled to pass... (The law) is not a self-starter. It needs a push in the communities.

From an optimistic point of view, Greenberg told the assembly that civil rights has done as much for education since 1954 as Sputnik.

"Education was stagnant until 1954," he said. "After that, the 'separate but equal' theory caused authorities to upgrade all schools. The white children got better schools riding on the backs of Negroes."

Integration of teachers, he stated, is as much a part of school integration as racially mixed student bodies.

Greenberg further stated that the vigilance of North Carolina Teachers Association leaders kept authorities from firing some 500 Negro teachers when the NCTA brought the problem to the NAACP Legal Defense Fund.



"NCTA LEADERS ARE VIGILANT," SAYS GREENBERG — Speaking at the Second General Assembly of NCTA on Friday evening, Attorney Jack Greenberg, director-counselor NAACP Legal Defense and Educational Fund, is saying that vigilance of NCTA leaders last year kept authorities from firing some 500 Negro teachers. Greenberg praises Executive Secretary E. B. Palmer and President S. E. Duncan for bringing the problem to the NAACP Legal Defense Fund.

"The authorities then denied it and proceeded to justify themselves by not going through with the firing that we knew would happen," he said.

Greenberg urged a continuous vigorous course in Civil Rights which will improve everybody's

education through such projects as Head Start, Team Teaching and Poverty Programs.

E. B. Palmer, executive secretary, NCTA introduced the speaker. Attorney Greenberg refused an honorarium and turned over to NCTA a check for \$250 for the Legal Defense Fund.



"NEGRO HERITAGE MUST BE TAUGHT" — Standing is the Reverend Wyatt T. Walker, president, Educational Heritage, Inc. as he spoke to members of the North Carolina Association of Classroom Teachers during their banquet, Friday, April 1, at the Ligon High School Cafeteria. Negro Heritage courses must be placed in the school curriculum, Walker stated. Left seated, is Mrs. Margaret Wilson, outgoing president of NCACT.

The Teachers Role Is Critical

"You who are classroom teachers, have the most critical role and awesome responsibility in your community," the Reverend Wyatt T. Walker, president, Educational Heritage, Inc., told members of the North Carolina Association of Classroom Teachers at the Annual Banquet, Friday evening, April 1. "You have our children more than the parents," he said. "What you do with them will determine what they will do in society."

The Reverend Mr. Walker challenged the teachers to develop, in a special way, the individual resources of the children. Impart to the child a sense of imitation of good habits as children will also imitate sloppy habits. "The day is gone when you must be a good Negro lawyer or a good Negro preacher or a good Negro teacher. "I'm not in-

terested in sorry Negro or white teachers teaching my children," he declared.

See that the child feels confident in an integrated society. Walker stated that all Negroes have been touched by brainwashing into thinking that they are inferior. He referred to the cultural blackout of the Negro in American History. "The crime of the Western Historian must be corrected," he declared. The concept of Negro Heritage must be taught.

"If you could get Mrs. Elizabeth Koontz elected to a national office, you can get Negro history as a part of the curriculum in the schools," Walker challenged.

Begin to make our children aware of the black communities in a wholesome way. They need to know about the hunger in India, UN Machinery, and positions in South Africa. We must sensitize our people to be concerned about the issues of today. You must reach out to larger uses in your own life and transmit to the pupils.

In conclusion, he urged the teachers to deepen the spiritual resources of the students.



NCACT OFFICERS INSTALLED AT BANQUET — E. B. Palmer, executive secretary of the North Carolina Teachers Association installs new officers of the North Carolina Association of Classroom Teachers. Left to right: Miss Mary Elizabeth Venable of Oxford, vice-president; Mrs. Mary Sue Henry of Greensboro, president-elect, and Mrs. Dorothy Jackson of Wilmington, president. The officers were installed at the Ligon High School Cafeteria during the banquet, held April 1, in connection with the 85th Annual Convention of NCTA.

Educational Secretaries Hold Initial Meeting

The Educational Secretaries of the North Carolina Teachers Association held their initial meeting, Friday, April 1, in the lounge of the Peebles Hotel. Mrs. Millie D. Veasey, chairman, presided.

Following a brief discussion, the following officers were elected: Mrs. Millie D. Veasey, Raleigh, chairman; Mrs. Sallie Gladden, Winston-Salem, vice-chairman; Mrs. Ruby S. Dortch, Goldsboro, recording secretary; Mrs. Ruth Davenport, Raleigh, corresponding secretary; and Miss Edith R. Carroll, Henderson, treasurer.

After the business meeting, a delicious dinner was served in the spacious dining room of the hotel. The blessing was given by Mrs. Dorothy A. Barnes, president, Raleigh Business College.

Dr. Frank Toliver, state supervisor, Secondary Education, Department of Public Instruction, Raleigh, delivered the main address. E. B. Palmer, executive secretary, NCTA welcomed the group, and Dr. S. E. Duncan, NCTA president brought very encouraging remarks.

Other highlights of the program included two solos by Miss Marjorie Williams, accompanied by Mr. Ernest Massenburg. The closing prayer was offered by Mrs. Margaret L. Hayes.

The next state meeting will be held in Raleigh on the fourth Saturday in September.



EDUCATIONAL SECRETARIES AT DINNER MEETING — These members of Educational Secretaries of NCTA await their repast which is being served. Left to right at the head table are Dr. Frank Toliver, the speaker; Mrs. Roberta F. Lightner, treasurer; Mrs. Millie Veasey, chairman; Mrs. Margaret W. Ransdell, secretary; and Dr. S. E. Duncan, president, NCTA.

NORTH CAROLINA TEACHERS ASSOCIATION TENTATIVE DISTRICT SCHEDULE for ANNUAL MEETING DATES — 1966

PRESIDENTS	DISTRICTS	MEETING DATES	PLACE OF MEETING
Mr. Ralph Davis Box 1109 Canton, N. C.	Southwestern	Friday, October 7, 1966	Charlotte
Mr. B. N. Cook 14th Street School Winston-Salem, N. C.	Western	Friday, October 14, 1966	Salisbury
Mr. G. L. Foxwell Carnage School Raleigh, N. C.	East Piedmont	Saturday, October 15, 1966	
Mr. J. C. Duncan Jones Elementary School Yanceyville, N. C.	Piedmont	Wednesday, October 19, 1966	Greensboro
Mr. A. C. Crowder Greenleaf School Goldsboro, N. C.	Coastal Plain	Friday, October 28, 1966	Wilmington
Mr. T. M. Ringer Central High School Nashville, N. C.	North Central		Nashville
Mr. Francis Mebane H. B. Sugg High School Farmville, N. C.	Northeastern	Friday, November 11, 1966	Elizabeth City State College Elizabeth City, N. C.
Mr. Bruce Hargrove R. B. Dean School Maxton, N. C.	Southeastern	Friday, November 18, 1966	Fayetteville State College Fayetteville, N. C.

The New Junior High School Is Dedicated

A dedication program for the Fred J. Carnage Junior High School was held March 6, 1966 at the school. The speaker for the occasion was Dr. John Hope Franklin, professor of American History, the University of Chicago.

Dr. Franklin reviewed the history of education in the nation and stated that, as the nation built stately mansions of learning concepts were re-evaluated. He said that in the past stately mansions of learning were for the evaluation of the mind rather than race. The concept of race in the past has been absurd. Now the nation is slowly and begrudgingly making education universal.

Dr. Franklin challenged the teachers, students and parents to commit themselves to a common cause — to prepare children to not only live in their own communities, but with peoples everywhere. He noted that Japan has a growing interest in American Culture and America can be no less interested. He stated that now children need no longer to be engulfed in pessimism. Negroes are holding more positions, and educational opportunities are greater. Teachers and parents should see to it that the students are imbued with a desire to take advantage of every opportunity. The role of the schools in our society, he concluded, is to make democracy more effective.

The speaker was introduced by Mr. Herbert Brown, principal, J. W. Ligon Junior and Senior High School.

Dr. James A. Boyer, president, St. Augustine's College, cited the many civic and religious contributions of Attorney F. J. Carnage. Among these contributions were his membership on the USO, YMCA, Raleigh School Board, and his service with the voter registration committee.

Mrs. Fred J. Carnage presented a portrait of Attorney Carnage as a gift to the school. The portrait was unveiled by Miss Lillian Elizabeth Carnage, daughter of the honoree, and accepted by Miss Claudia Reid, president of the Student Council.

The presentation of the building was made by Mr. William C. McGee, the architect. The acceptance speeches for the board were made by Mr. Maurice P. Theim, chairman of the Board of Education; Mr. George L. Foxwell, principal of



PRINCIPALS AT THE NEW SCHOOL DEDICATION — Left to right: Dr. John Hope Franklin, professor of American History, the University of Chicago, keynote speaker; Mr. George Foxwell, principal of the Fred J. Carnage Junior High School; and Attorney Fred J. Carnage for whom the new school is named.

the Fred J. Carnage Junior High School, and Mrs. Percy Leak, for the parents.

Platform guests were introduced by Mrs. Dorothy Goodson, supervisor, Raleigh Public Schools.

Invocation was given by the Reverend Frank Hutchison, minister, Davie Street United Presbyterian Church; the welcome address by Mr. Maurice P. Theim. The benediction was offered by the Reverend Arthur Calloway, minister, St. Ambrose Episcopal Church.

Music was furnished by the Carnage Junior High School Mixed Chorus, with soloist Barbara Akins singing "Bless This House". The Choir was directed by Mrs. Genevieve M. Farmer.

Mr. M. Grant Batey, Sr. presided.

Nash County Community Honors Late Educator

A new one million dollar high school, formerly known as the Nash Central School, has been named in honor of the late William Lawrence Greene. Dr. Greene lived in the Nash County Community for many years and was principal of the school there which during that time was known as the Nash County Training School.

Dr. Greene for 17 years was Executive Secretary of the North Carolina Teachers Association which he served in an inspiring and dedicated manner until his death in 1961.

Resolutions Adopted At The 85th

Resolutions are designed to serve as law and guiding principles of the Association within the framework of the Association Constitution. Once adopted by the delegate assembly, such resolutions stand in force as the official position of the Association, until action is taken by the delegate assembly to change or delete the existing position. With this point of view established, the Resolutions Committee submits the following new or revised resolutions for the consideration of and adoption by the Eighty-fifth Annual Delegate Assembly of the North Carolina Teachers Association on the thirty-first day of March in the year of our Lord nineteen hundred and sixty-six.

I

WRITTEN PERSONNEL POLICIES

WHEREAS: The educational programs of our state continue to show the need for the total involvement of the total profession; and,

WHEREAS: The need for clearly defined personnel policies continue to be evident; therefore,

BE IT RESOLVED: That the NCTA encourage local units to request the opportunity to participate in the formation of written personnel policies.

II

TEACHERS LOAD TEACHER ASSIGNMENT

WHEREAS: Additional responsibilities are being placed upon teachers and consequently teachers are overburdened with large classes, and co-curricular activities and clerical details and it is increasingly difficult to insure an effective teaching learning climate.

BE IT RESOLVED: That the maximum load recommended by the United Forces for Education be enacted into law by the General Assembly of 1967.

III

TEACHER CONTRACTS

WHEREAS: Tenure and fringe benefits are conducive to high teacher morale and a necessary sense of security, and

WHEREAS: The present legislation before the North Carolina General Assembly provides for the restoration of continuing contracts for teachers, therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorse legislation to the North Carolina General Assembly to provide continuing teachers contracts.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association encourage the members of the legislature to enact tenure laws which protect the job security of all teachers.

BE IT ALSO RESOLVED: That the NCTA endorse the UFE continuing contract and Fair Dismissal Policies proposals.

IV

FEDERAL AID TO EDUCATION

WHEREAS: A large degree of poverty exists in many of the school communities of North Carolina; and,

WHEREAS: Locally appropriated funds have not been sufficient to develop the complete program of education in all schools in North Carolina; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorse increased federal aid to education.

V

MERGER OF PROFESSIONAL ASSOCIATIONS

WHEREAS: NCTA supported recommendations presented to the Representative Assembly at the National Education Association Convention in Seattle, Washington - 1964 and New York, New York - 1965 effecting integration and merger of professional associations where dual associations exist; and,

WHEREAS: The recommendations adopted by the National Education Association Representative Assembly included plans for integration and merger at all levels; and,

WHEREAS: Principles of merger have been presented to the North Carolina Education Association through its official channels by the officers of North Carolina Teachers; and,

Annual NCTA Convention

WHEREAS: The North Carolina Teachers Association is willing to effectuate a merger jointly of the professional associations of the North Carolina Education Association and the North Carolina Teachers Association; and,

WHEREAS: The North Carolina Teachers Association has worked assiduously towards the achievement of a strong state professional organization developed mutually.

WHEREAS: The new association must insure recognition, representation and re-organization of the two existing state organizations; and,

WHEREAS: The joint Boards of Directors of Directors of the North Carolina Teachers Association and the North Carolina Education Association have directed the Liaison Committee to recommend a joint plan for complete Integration and Merger for consideration; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association's Board of Directors be empowered and to develop guidelines for local units on procedures for merging at the local level.

BE IT ALSO RESOLVED: That the NCTA Board of Directors be empowered to continue negotiations.

BE IT FURTHER RESOLVED: That the membership continue to develop a strong North Carolina Teachers Association with efforts towards increased membership until such time, that agreeable terms of merger can be established on a state level.

VI

DESEGREGATION OF PROFESSIONAL PERSONNEL

WHEREAS: Many Negro teachers are subject to the loss of position because of the redistricting of the student population within our various city and county administrative units, because of consolidation and desegregation; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorse the new Guidelines on School Desegregation as outlined by the U. S. Office of Education — 1966.

VII

UNITED FORCES FOR EDUCATION

WHEREAS: The North Carolina Teachers Association is an integral part of the United Forces for Education; and,

WHEREAS: Our representatives have jointly developed the 1967 UFE Legislative program; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorse the total UFE Legislative program for 1967.

VIII

FUTURE TEACHERS OF AMERICA and STUDENT NATIONAL EDUCATION ASSOCIATION

WHEREAS: The Association reaffirms its belief in FTA and Student NEA organizations as a means of enhancing the teaching profession; and,

WHEREAS: The FTA and SNEA organizations are affiliated sections of the North Carolina Teachers Association; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association urge all locals to support the State programs in fostering such organizations as the FTA in the High Schools and the Student NEA in institutions preparing teachers respectively.

IX

MILLION DOLLAR FUND

WHEREAS: The situation resulting from consolidation and desegregation of schools already consummated, have caused some teachers to lose their jobs; and,

WHEREAS: Some educators are dismissed or displaced on unethical and non-professional basis; and,

WHEREAS: The million Dollar Fund is designed to provide legal and other necessary assistance to all qualified personnel who are displaced; therefore,

BE IT RESOLVED: That local units work diligently to promote the Million Dollar Fund for Teachers Rights.

X

DUSHANE DEFENSE FUND

WHEREAS: The Association believes, that the professional welfare of educators must be protected; and,

WHEREAS: The Association believes, it must provide much of the means by which such protection is to be available; and,

WHEREAS: The Donald Dushane Defense Fund is the means by which this protection can be secured; and,

WHEREAS: The NEA is anticipating the dropping of the Dushane Defense Fund or consolidating the fund with the Million Dollar Fund; therefore,

BE IT RESOLVED: That every local unit NCTA be urged to include in its annual budget, an amount of at least fifty-cents (.50) per teacher for the Dushane Defense Fund. Forty cents of this is to be sent to NCTA. The remaining ten cents (.10) is to be kept in the local funds for defense aid.

BE IT FURTHER RESOLVED: That the NCTA Board of Directors be empowered to change the name of the Dushane Defense Fund.

XI

NCTA PROGRAMS

WHEREAS: The NCTA has and is offering and supporting many various programs; and,

WHEREAS: The NCTA strongly feels the worth and value of these programs; therefore,

BE IT RESOLVED: That the local, district and state associations re-affirm, continue to support and participate in the following: Hilda Maehling Fellowship, NEA-NCTA Insurance Plans, NEA Mutual Fund, Credit Union, Hammocks Beach, National and State Officers, Leadership Conference, State Workshops, and Annual Conventions.

XII

APPRECIATION

WHEREAS: The North Carolina Teachers Association has been signally honored by having one of its members served the high national office of President of the Department of Classroom Teachers; and,

WHEREAS: Mrs. Elizabeth Koontz has served in the above position with distinction, dignity and pride; and,

WHEREAS: The entire world is cognizant of the excellent job done in the capacity of President of the Department of Classroom Teachers NEA; therefore,

BE IT RESOLVED: That the NCTA commend Mrs. Elizabeth D. Koontz ("Libby"), for her ingenious leadership in promoting and implementing the National program and for so ably reflecting upon the North Carolina Teachers Association in its efforts to develop good leadership.

BE IT FURTHER RESOLVED: That the NCTA commend the total membership of the NEA Department of Classroom Teachers for having the insight to select so capable a leader as "Libby".

XIII

APPRECIATION

WHEREAS: The NCTA has been fortunate in having developed a sound and successful program during the administration of Dr. S. E. Duncan; and,

WHEREAS: The leadership, wisdom, untiring efforts of Dr. S. E. Duncan have guided the Association for many years and especially during his term of office; and,

WHEREAS: Mrs. Geneva Bowe has given of herself many years of untiring service as Secretary of NCTA; and,

WHEREAS: The services of Mrs. Bowe have proven invaluable to the Association; and,

WHEREAS: Dr. S. E. Duncan and Mrs. Geneva Bowe will be going out of office September 1, 1966; therefore,

BE IT RESOLVED: That the NCTA endorse all expressions or efforts to commend Dr. Duncan and Mrs. Bowe.

BE IT FURTHER RESOLVED: That the Delegate Assembly express the grateful appreciation of the membership for the contributions of Dr. S. E. Duncan and Mrs. Geneva Bowe by giving a standing ovation.

XIV

APPRECIATION

WHEREAS: The Hammocks Beach is a valuable asset of the North Carolina Teachers Association; and,

WHEREAS: The Hammocks needs continuous development and growth to fulfill the dream of its donor and founding fathers; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association commend and express appreciation to the Board of Directors of the Hammocks Beach for its forward step in promoting and expanding its program for development of the Hammocks.

XV

APPRECIATION

The North Carolina Teachers Association expresses its deep appreciation to its President, its Executive Secretary and his associates, the planning committees, the program participants, the city of Raleigh, the officials of Shaw University, the Raleigh Public Schools, the Wake County and Raleigh Units of the North Carolina Teachers Association for their untiring efforts and unselfish services in making this convention a success.

XVI

IMPLEMENTATIONS OF RESOLUTIONS

WHEREAS: These resolutions express the desire of the members of the North Carolina Teachers Association for continued efforts in some areas and for new efforts in others; therefore,

BE IT RESOLVED: That the Assembly call upon the Board of Directors of the North Carolina Teachers Association to work unceasingly to see that these resolutions and past resolutions are implemented.

Respectfully Submitted:

Resolutions Committee

Mr. W. T. Johnson, chairman, Mrs. Elizabeth L. Byrd, Mr. Z. V. Gordon, Mr. W. H. Booker, Mr. J. A. Gibson, Miss Maude Freeman, Mr. C. Griffin.

OTHER STANDING RESOLUTIONS

I

WORKING CONDITIONS

WHEREAS: Industry, other service professions and employers recognize that the efficiency of employees depends upon adequate provision for rest periods and duty-free lunch periods; and,

WHEREAS: The teaching profession is gravely concerned over the fact that many administrative units make no provisions or inadequate provision for such free time.

BE IT RESOLVED: That local school administrators seek means by which all teachers may be provided with a free period and duty-free lunch period daily.

II

TEACHER SALARIES

WHEREAS: North Carolina ranks 40th in position on the national teacher salary scale according to the National Education Association's report; and,

WHEREAS: Fair salaries are necessary for the acquisition and continued employment of competent teachers; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorse the salary proposal of the United Forces for Education.

III

VOCATIONAL EDUCATION

INDUSTRIAL AND VOCATIONAL SCHOOLS

WHEREAS: Industrial, vocational school and/or community colleges are being established throughout the state to provide training in skills related to employment in new industries developing in North Carolina; therefore,

BE IT RESOLVED: That the State Board of Education and other state and federal agencies concerned provide for all qualified applicants in the respective areas to attend courses in these industrial units according to their residence and educational qualifications.

BE IT FURTHER RESOLVED: That all qualified applicants be considered for employment in such institutions, on all levels.

IV

KINDERGARTEN PROGRAM

WHEREAS: There are differences in the maturity, economic, social and cultural background of beginning children; and,

WHEREAS: It is believed that systematic training and guidance for the pre-school child is essential for future growth and development,

BE IT RESOLVED: That we urged the establishment of Publicly supported kindergartens in the North Carolina Public Schools.

V

PROFESSIONAL EXCELLENCE

A. Professional Growth

BE IT RESOLVED: That the North Carolina Teachers Association encourage the participation of teachers in the state-wide in-service education program.

B. Inter-Visitation of Teachers

We recommend that local communities and the state promote programs of voluntary visitation and exchange of teachers so as to promote professional growth.

C. NCATE

We recognize the National Council for the Accreditation of Teacher Education (NCATE) as an accrediting agency for the teaching profession, and that the activities of the Council are restricted because of a limited staff and means. The North Carolina Teachers Association urges the National Education Association to give continued support to the Council so that it might extend its services to all institutions that engage in the training of teachers.

D. Self-Study and Accreditation

BE IT RESOLVED: That all agencies within the state assume a greater role in working for accreditation of schools.

VI

EQUAL OPPORTUNITIES

A. Equal Opportunities in State Government

The North Carolina Teachers Association notes with interest and concern reports of the limited number of Negroes employed in state government positions.

This assembly calls upon the president of the association to appoint a special committee (to include the Executive Secretary) to make a study of all state agencies to ascertain the number of Negroes employed in such agencies and in what positions, and to ascertain the hiring policies and practices of such agencies.

The committee should meet with the heads of state agencies, boards and commissions to become more intelligent about the area of work of each, to urge upon them equal opportunity policies where they do not now exist and to offer assistance in the implementation of such policies where they do exist and may otherwise be established.

B. Political Equality

The North Carolina Teachers Association believes that every teacher has the right and obligation to be an informed and active citizen, with full political equality in the exercise of his rights in voting and discussing political issues, and accordingly believes that American teachers in our schools should share the freedom of all citizens to form and express their own honest opinions and inevitably varying opinions concerning public issues, and since the common good depends upon the free search for truth and its free exposition, we urge all local units to work with local school boards of education in the formulation of policies to assure teacher equality in the exercise of their rights in voting and discussing political issues, and participating actively in the political and governmental processes.

VII

PROFESSIONAL COMMITMENT

A. Support of Professional and Other Organizations

Since all members of the North Carolina Teachers Association derive benefits from their professional organizations and such organizations as the National Association for the Advancement of Colored People and the Southern Regional Council, and the teaching personnel for our group only improves its professional standards by full support of its professional organizations.

The North Carolina Teachers Association will continue to urge all teachers to give financial and moral support to the local unit, local Classroom Teachers Association, District Meetings and programs of NCTA the annual Leadership Conference, American Teachers Association, the National Education Association and other professional organizations.

We further urge each member of NCTA to support the NEA's membership goal.

B. Teacher Education and Professional Standards

BE IT RESOLVED: That individual school faculties be encouraged to organize school workshops on actual classroom problems rather than having teachers participate half-heartedly in programs suggested by others.

BE IT FURTHER RESOLVED: That personnel chosen as consultants be persons who can actually contribute to the experience of the participants, and,

That local units of the North Carolina Teachers Association be encouraged to appoint TEPS committees.

These committees should be encouraged to study problems related to professional standards, the placement of teachers, preparation of teachers, and the problem of drop-outs in their local units.

VIII

ACADEMIC EXCELLENCE

A. College Entrance Requirements

BE IT RESOLVED: That all of the colleges in the state be urged to agree on a cutting score sufficiently high to insure standards of college work comparable to standards in other institutions of the same rank.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association urge all colleges to adhere strictly to the score agreed upon in order to see that students put forth the maximum effort to improve scores rather than seek a college with lower requirements.

BE IT FURTHER RESOLVED: That all high schools be informed of the Scholastic Aptitude Tests requirements and of the scores earned by their graduates in order that they may be inspired to insist on a higher level of achievement from graduates desiring to be recommended for college.

B. Education of Exceptional Children

WHEREAS: There is an increasing recognition of the wide range of individual characteristics that prevail in every classroom, and some children differ to such a degree that special education classes are needed to meet their varying educational needs, abilities and interests, and there is a definite lack of adequate facilities and staff personnel in most of our schools to meet the needs of those children who are retarded, non-educable, handicapped, and/or the many gifted children whose potentialities should be fully developed,

BE IT RESOLVED: That these services be expanded to include all schools.

C. Compulsory School Attendance

BE IT RESOLVED: That the North Carolina Teachers Association through the legislative committee urge the General Assembly to remove some of the exemptions in the compulsory attendance law which permit many children to be kept out of school for long periods, and to appropriate funds to secure additional personnel to work for the enforcement of the provisions of the law. We further urge local administrative units to avail themselves of these attendance counselors.

D. Drop-outs in Public Schools

BE IT RESOLVED: That the North Carolina Teachers Association give support to all social, civic, and professional organizations within the state working to keep our students in school.

BE IT FURTHER RESOLVED: That more attention be given to a more meaningful curriculum and enlightened guidance efforts to meet the needs of all students so as to minimize drop-outs from the public schools.

IX
NORTH CAROLINA TEACHERS ASSOCIATION
A. Credit Union

BE IT RESOLVED: That the delegate assembly strongly reaffirms its faith in the NCTA Credit Union and strongly urges each member to make an investment therein in an effort to make ourselves, financially, more self sufficient. In this connection this assembly strongly urges (1) that each member of the NCTA participate in the share-of-the-month plan which would commit each member to purchase a minimum of one share per month (2) that each local unit of the NCTA establish a Credit Union Committee to promote the Credit Union, and (3) that principals work closely with their teachers and take the

lead in joining and supporting the Credit Union.

B. Hammocks Beach

The North Carolina Teachers Association recognizes that the Hammocks Beach Corporation is now controlled by the teachers of the state through its elected Board of Directors. We further recognize the value of the Hammocks Beach property and the fact that it offers to our members, their families and friends a wonderful recreation facility.

The association strongly endorses continued support of the efforts of the Hammocks Beach Corporation Board of Directors and its agents to develop the Hammocks property for our members, their families and friends.

Notes On Faculty Desegregation

Is desegregation of faculty educationally sound?

Elimination of time and space as factors in travel and communication are increasing the amount of interaction Americans have and will have with other peoples around the world. Three-fourths of those people are non-white. Therefore, children of both races now in school will have increasing need for positive attitudes toward the opposite race. When white children have Negro teachers, and Negro children have white teachers, respect for and acceptance of each other will develop and racial difference will cease to be a valid reason for rejection.

Civil Rights legislation is resulting in increasing numbers of whites who work side by side with Negroes and as employers and employees of Negroes. This again requires positive inter-racial attitudes which will be fostered when teachers of both races work together and when their pupils benefit from changes in attitudes that come from satisfying interpersonal relations among faculty members.

The schools are now in a position of leadership in the nation. Race relations, which is a crucial national problem, must be discussed in school. An integrated faculty will become an example of how good interpersonal race relations can be. This gives promise of good group relations across race lines.

Children need role models. Negro children in desegregated schools need Negro teachers whose values and behavior patterns they can learn and with whom they can communicate thoughts and emotions which they cannot yet tell to white teachers. The nation needs to create a new image of the Negro in order to break down the stereotype. Negro teachers provide examples of Negroes who are middle class, educated, and successful in a high status profession. Negro teachers whose jobs have disappeared when children were trans-

ferred, have the right to positions in desegregated schools. If even one is deprived of that right on the basis of race alone, the rights of all teachers are jeopardized.

Some actions that facilitate faculty desegregation in a school unit

- The principal sets the tone; teachers are likely to follow his example. His welcome to new teachers, Negro and/or white, and the help he extends to them are most important.
- New teachers, regardless of race, should be officially welcomed, then personal greetings from fellow teachers afford security.
- An experienced teacher of the opposite race should volunteer (or be assigned) to aid each new teacher as long as he needs help.
- Relationships across race lines are a two-way responsibility. Teachers of both races should feel free to initiate communication and those approached should respond with grace.
- In faculty meetings and in-service education programs new teachers of both races should be encouraged to participate, listened to with courtesy, and their expression of opinion and description of experiences accepted with appreciation.
- New teachers of both races without respect to race should be assigned to duties and given responsibilities as soon as they are fully orientated in their new school.
- Professional ethics require teachers to accept into equal status other teachers, regardless of race.

The Code of Professional Ethics includes:

- Commitment to individual worth (Preamble)
- Commitment to all students (Principle I)
- Commitment to the democratic community (Principle II)

(From a conference on Faculty Desegregation held in Washington, D. C. April 22-23, 1966.)

Adopted Budget for 1966-67

The Adopted Budget is based upon \$12.00 per Member.

Revenue

Budget Items	1965-66	1966-67
Balance, September	\$ 9,000.00	\$ 9,000.00
Membership Dues	125,000.00	150,000.00
Student NEA Dues	800.00	800.00
Gross Rent	6,500.00	6,500.00
Advertising	3,700.00	3,700.00
Placement Service	100.00	100.00
NEA Supplement	5,000.00	5,000.00
TOTALS	149,400.00	175,100.00

Disbursements

ACCOUNTS	1965-66	1966-67
I. President's Honorarium	500.00	500.00
II. President's Office	1,000.00	1,000.00
III. Vice-President's Hon.	200.00	200.00
IV. Vice-Pres. Office	200.00	200.00
V. Treasurer's Office	200.00	200.00
VI. Treasurer's Hon.	400.00	400.00
VII. Recording Sec. Hon.	300.00	300.00
VIII. Recording Sec. Ofc.	100.00	100.00
IX. Association Ofc. Expense	4,000.00	6,000.00
X. Exec. Sec. Travel	2,000.00	2,000.00
XI. Field Rep. Travel	2,000.00	2,000.00
XII. Clrm. Tea. Exec. Sec. Tr.	1,100.00	1,100.00
XIII. Budget Director	400.00	400.00
TOTALS	12,400.00	14,400.00

SALARIES

I. Executive Secretary	10,250.00	11,500.00
II. Field Representative	7,860.00	8,968.00
III. Exec. Sec. Clrm. Teachers	6,888.00	7,596.00
IV. Coord. Res. PR & Pub.	5,000.00	5,513.00
V. Bookkeeper	4,600.00	5,072.00
VI. Secretary-Stenographer	4,100.00	4,520.00
VII. Secretary-Stenographer	3,800.00	3,339.00
VIII. Secretary	3,500.00	3,859.00
IX. Secretary	2,700.00	3,077.00
X. Asst. Bookkeeper		2,700.00
TOTALS	48,698.00	56,084.00

COMMITTEES

I. Board of Directors	2,000.00	2,000.00
II. Legislative	400.00	400.00
III. Nominating	300.00	300.00
IV. Elections & Canvassing	400.00	400.00
V. Resolutions	150.00	150.00
VI. Budget & Finance	600.00	600.00
VII. NEA Coordinators	800.00	800.00
VIII. TEPS	400.00	400.00
IX. PR & R	200.00	200.00
X. Special	3,000.00	800.00
TOTALS	8,250.00	6,050.00

ADMINISTRATION

I. Bond	200.00	200.00
II. Audit	500.00	500.00
III. FICA Tax	1,440.00	1,500.00
IV. FUTA Tax	450.00	450.00
V. Personnel Insurance		1,800.00
VI. Publication of Record	10,000.00	11,000.00
VII. Newsletter Pub. (4 Issues)	1,500.00	3,000.00
VIII. Retirement Fund	1,800.00	4,000.00
IX. District Meetings	12,000.00	12,000.00
X. Convention Expenses	5,000.00	5,000.00
XI. NEA-NCTA Leadership Conf.	800.00	800.00
XII. Headquarters:		
A. Custodial Service	2,700.00	2,977.00
B. Repairs, Depreciation	2,000.00	2,000.00
C. Rental Collection	300.00	300.00
D. Insurance	2,000.00	2,000.00
XIII. County & City Taxes	930.00	930.00
XIV. Delegates NEA Convention	5,000.00	5,000.00
XV. Legal Counsel	1,000.00	1,000.00
HAMMOCKS DEVELOPMENT	3,000.00	3,000.00
EQUIPMENT	1,000.00	1,000.00
CONTINGENCY RESERVE	4,777.00	4,154.00
TOTALS	56,397.00	62,611.00

GIFTS AND MEMBERSHIPS

I. NAACP, National	1,800.00	3,000.00
II. NAACP, State	500.00	500.00
III. Southern Regional Council	500.00	500.00
IV. American Teachers Assn.	25.00	
V. NEA Affiliation	25.00	25.00
VI. Assn. Study Negro Life & History	25.00	25.00
VII. Assn. State Presidents NEA	25.00	25.00
VIII. Oxford Orphanage	500.00	500.00
IX. State Executive Secretaries NEA	200.00	250.00
TOTALS	3,600.00	4,825.00

DIVISION AND DEPARTMENT EXPENSES

1. Association of Classroom Teachers

(Encompasses both the Division of Classroom Teachers and the Division of Specialized Education for promotion purposes. NEA affiliated.)

A. Promotion

1. State Travel for President	650.00	650.00
2. Summer Travel for President	450.00	450.00
3. Office Expenses for President	50.00	50.00
4. Office Expenses for Secretary	20.00	20.00
5. National Conferences:		
a. NEA (1 person from each of 8 districts - 2 Officers)	2,400.00	2,400.00
b. TEPS-National and Regional (2 persons)	700.00	800.00
c. Southeast Regional Conf. (2 Officers and 1 person from each of 8 districts)	650.00	650.00
d. Classroom Teachers National Conference (2 Officers and 1 person from each of 8 districts)		
6. Board of Directors Meetings-3	800.00	900.00
7. Committee Activity	350.00	400.00
8. District Directors	400.00	800.00
9. NCACT meetings at state conv.	200.00	200.00
10. State Publications, Brochures	800.00	800.00
11. FTA Promotion	200.00	200.00
12. Miscellaneous	175.00	175.00
TOTALS	7,845.00	8,495.00

B. Division of Classroom Teachers

1. Dept. Ele. Education Pro.	300.00	300.00
Section Primary Teachers	400.00	400.00
Section Grammar Gr. Teachers	400.00	400.00
2. Dept. Secondary Education Pro.	200.00	200.00
Section English Teachers	500.00	500.00
Section Foreign Lang. Teachers	100.00	100.00
Section Social Sc. Teachers	250.00	250.00
Section Math. & Sc. Teachers	250.00	250.00
3. Dept. Teachers of Exceptional Children	50.00	100.00
4. Dept. Retired Teachers	50.00	50.00
5. Dept. Home Economics Teachers	200.00	200.00
6. Dept. Voc. Agri. Teachers	200.00	200.00
7. Dept. Ind. Ed. Teachers Pro.	200.00	200.00
Section Trades & D. O. Teachers		
Section Ind. Arts Teachers		
8. Dept. Music Teachers	450.00	450.00
9. Dept. Health, P. E. & Ath. Pro.	200.00	200.00
Section Driver Education	200.00	200.00
10. Dept. Bus. Ed. Teachers	400.00	400.00
11. Dept. of Librarians	310.00	300.00
12. Dept. Extension Ed.	With Voc. Agri.	With Voc. Agri.
13. Dept. Bible Teachers		
14. Dept. of Guidance	200.00	200.00
15. Dept. Art Teachers	150.00	285.00
16. Dept. Audio Visual Aids	150.00	150.00
17. Section Educational Secretaries	100.00	100.00
TOTALS	5,260.00	5,435.00

OTHER DIVISIONS

A. Division of Administrators & Supvs.

1. Promotion, Fall Conf., State Conv.	1,000.00	1,250.00
2. Dept. Principals, Fall Conf., State Convention	400.00	400.00
a. Section Jr. H. S. Prins. Fall Conf., State Conv.	350.00	350.00
b. Section Sr. H. S. Prins. Fall Conf. & State Conv., Fall Conf., & State Conv., Promotion of Student Activities	800.00	800.00
c. Section Ele. Principals Fall Conf. & State Conv.	500.00	500.00
3. Dept. of Supervisors	400.00	400.00
TOTALS	3,450.00	3,700.00

B. Division of Higher Education

1. Administration & Promotion	550.00	550.00
2. Dept. of Administrators		
3. Dept. of College Inst.	650.00	650.00
4. Dept. Student NEA-NCTA	2,300.00	2,300.00
TOTALS	3,500.00	3,500.00

LEGAL DEFENSE

GRAND TOTALS	\$149,400.00	\$175,100.00
---------------------	---------------------	---------------------

Budget and Finance Committee:
W. A. Foster, Budget Director
Dr. S. E. Duncan, President
Dr. N. H. Harris, Treasurer
E. F. Palmer, Executive Secretary
J. W. Bond
A. H. Peeler
E. F. Wilson
E. E. Waddell
Mrs. Juanita Barnette
A. J. Findle

HAMMOCKS BEACH CORPORATION FINANCIAL REPORT

January 1, 1965 - March 21, 1966

COASTAL PLAIN DISTRICT - \$750.00

Memberships		\$28.00 Plan		Banquet		Other	
Craven Co.	\$165.00	Craven Co.	\$ 10.00	Craven Co.	\$ 25.00		
Lenoir Co.	20.00	Duplin Co.	246.00	Wayne Co.	25.00		
Onslow Co.	75.00	Greene Co.	35.00				
Wayne Co.	20.00	Lenoir Co.	119.00				
		Pender Co.	10.00				
	280.00		420.00		50.00		

EAST PIEDMONT DISTRICT - \$792.00

Memberships		\$28.00 Plan		Banquet		Other	
Person Co.	10.00	Person Co.	10.00	Durham Co.	237.50	Durham Co.	20.00
Wake Co.	67.00	Vance Co.	10.00	Person Co.	100.00	Wake Co.	53.00
				Wake Co.	284.50		
	77.00		20.00		622.00		73.00

NORTHEASTERN DISTRICT - \$543.75

Memberships		\$28.00 Plan		Banquet		Other	
Beaufort Co.	160.00			Hertford Co.	25.00		
Currituck Co.	10.00			Perquimans	18.75		
Pitt Co.	255.00			Pitt Co.	75.00		
	425.00				118.75		

NORTH CENTRAL DISTRICT - \$178.50

Memberships		\$28.00 Plan		Banquet		Other	
		Halifax Co.	70.00	Halifax Co.	22.00		
		Johnston Co.	53.00	Johnston Co.	34.50		
			123.00		56.50		

PIEDMONT DISTRICT - \$1,240.50

Memberships		\$28.00 Plan		Banquet		Other	
Chatham Co.	123.00	Alamance Co.	50.00	Guilford Co.	125.00	Caswell Co.	550.00
	123.00	Chatham Co.	174.00	Moore Co.	12.50		
		Orange Co.	28.00	Richmond Co.	150.00		
		Richmond Co.	28.00				
			280.00		287.50		550.00

SOUTHEASTERN DISTRICT - \$1,452.33

Memberships		\$28.00 Plan		Banquet		Other	
Bladen Co.	30.00	Bladen Co.	10.00	Bladen Co.	50.00	Cumberland	15.00
Columbus Co.	18.00	Columbus	106.33	Columbus Co.	12.50		
Cumberland	100.00	Cumberland	307.00	Cumberland	173.50		
Harnett Co.	21.00	Pender Co.	10.00	Robeson	35.00		
Hoke Co.	110.00	Robeson Co.	62.00				
Robeson Co.	75.00	Sampson Co.	292.00				
Sampson Co.	15.00						
Unknown	10.00						
	379.00		787.33		271.00		15.00

SOUTHWESTERN DISTRICT - \$436.50

Memberships		\$28.00 Plan		Banquet		Other	
Buncombe Co.	25.00	Gaston	165.00	Buncombe Co.	65.00	Buncombe Co.	100.00
Mecklenburg	30.00	Mecklenburg	14.00	Cleveland Co.	25.00		
				Haywood Co.	12.50		
	55.00		179.00		102.50		100.00

(Continued on Page 49)

MEMORANDUM

TO: Executive Secretaries of
State and Urban Education
Associations

FROM: Clark Brown, Element-
ary Consultant for EKNE

The NEA Department of Elementary - Kindergarten - Nursery Education (EKNE) anticipates certain by-law changes at their annual business meeting in June that will permit the formation of affiliated state and local units of EKNE.

The EKNE Executive Committee is particularly anxious to form affiliations in areas where there is currently no group that represents the entire range of elementary education.

The official guidelines for organizing state affiliated groups are in the process of formulation, but we anticipate the following regulations:

1. A unified state - national membership would be required.
2. By-laws should be formulated by the applicant before requesting affiliation.
3. Officers should be identified and signify a willingness to serve.
4. A minimum number of meetings must be held each year, one of which would be scheduled during the State Education Association meeting.
5. A representative to the national Executive Committee should be designated.
6. At least 25 persons representing a reasonable geographic distribution and levels of educational interest should comprise the membership of the state group.
7. Application for affiliation should be made to the EKNE Executive Committee at the national headquarters, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

Hammocks Notables Benefit Banquet Supporters

To date March 29, 1966

Name of Participant	District	Amount Pledged	Amount Paid	Initial Payment due
Dr. S. E. Duncan	Western	\$ 100.00	\$ 100.00	\$.00
Mr. M. M. Daniels	North Central	75.00	18.75	.00
Mr. O. N. Freeman	Southwestern	28.00	14.00	.00
Mr. King A. Williams	Northeastern	75.00	18.75	.00
Mrs. Lucille Burton	Southwestern	50.00	15.00	.00
Dr. Lafayette Parker	Western	25.00	25.00	.00
Mrs. Geneva J. Bowe	Northeastern	50.00	50.00	.00
Dr. N. H. Harris	Southeastern	50.00	15.00	.00
Mrs. Leona B. Daniel	East Piedmont	50.00	12.50	.00
Mr. J. H. Twitty	Southeastern	75.00	10.00	.00
Mr. S. O. Jones	Piedmont	50.00	12.50	.00
Mr. Bruce Hargrove	Southeastern	50.00	12.50	.00
Mr. J. C. Duncan	Piedmont	50.00	.00	12.50
Mr. G. L. Foxwell	East Piedmont	50.00	.00	12.50
Mr. Francis Mebane	Northeastern	100.00	.00	25.00
Mr. Ralph Davis	Southwestern	50.00	12.50	.00
Mr. J. H. Lucas	East Piedmont	50.00	12.50	.00
Mrs. J. H. Lucas	East Piedmont	50.00	12.50	.00
Mr. Edgar Wilson	Southwestern	50.00	12.50	.00
Mrs. Margaret Wilson	Southwestern	50.00	12.50	.00
Mr. T. V. Foster	Northeastern	50.00	12.50	.00
Mr. W. O. T. Fleming	Western	50.00	.00	12.50
Dr. Rudolph Jones	Southeastern	100.00	25.00	.00
Dr. J. W. Seabrook	Southeastern	50.00	15.00	.00
Mr. W. A. Foster	Coastal Plain	50.00	25.00	.00
Mrs. Elizabeth Koontz	Western	100.00	.00	12.50
Mr. W. T. Johnson	Piedmont	100.00	100.00	.00
Dr. Grady D. Davis	Southeastern	50.00	12.50	.00
St. Augustine's College	East Piedmont	50.00	50.00	.00
Mrs. E. J. Cooper*	North Central	50.00	50.00	.00
Mrs. Mildred Jones*	Southeastern	50.00	28.00	.00
Mrs. Addie O. Williams	Southeastern	50.00	12.50	.00
Mrs. M. F. James	East Piedmont	50.00	12.50	.00
Mr. W. I. Morris	Piedmont	50.00	.00	12.50
Mr. C. J. Barber	East Piedmont	50.00	12.50	.00
Mr. N. A. Cheek	East Piedmont	50.00	12.50	.00
Mrs. E. M. Lewis	Coastal Plain	50.00	25.00	.00
Mr. C. G. Mabry	East Piedmont	25.00	25.00	.00
Mrs. C. G. Mabry	East Piedmont	25.00	25.00	.00
Mr. L. W. Hickerson	East Piedmont	50.00	.00	12.50
Mr. N. L. Dillard	Piedmont	50.00	.00	12.50
Dr. George Shipman	Piedmont	50.00	12.50	.00
Caswell Co. NCTA Unit	Piedmont	1,140.00	550.00	.00
Mr. Emanuel Douglas	Southeastern	50.00	50.00	.00
Mrs. J. S. Brown	Southeastern	50.00	50.00	.00
Mr. C. C. Griffin	Western	50.00	.00	12.50
Mrs. Juanita Corbin	Southeastern	50.00	12.50	.00
Mr. D. P. Uperman		50.00	.00	12.50
Mr. N. K. Gillian	Southeastern	50.00	50.00	.00
Mr. Willie S. Smith	Southeastern	50.00	12.50	.00
Mrs. Gladys C. Rush	Southeastern	50.00	12.50	.00
Mrs. Margaret Townsend	Southeastern	50.00	.00	12.50
Mrs. A. T. Pemberton	Southeastern	50.00	12.50	.00
Mrs. L. M. Goode	Southeastern	50.00	.00	12.50
Mr. John H. McInnis	Southeastern	50.00	.00	12.50
Mr. Walter McDaniels	Southeastern	50.00	.00	12.50
Mrs. H. U. Easterling	Southeastern	50.00	12.50	.00
Mr. S. B. T. Easterling	Southeastern	50.00	.00	12.50
Mr. Henry W. Parker	Southeastern	50.00	12.50	.00
Mrs. Dorothy Goodson	East Piedmont	50.00	12.50	.00
Mrs. N. Evans Lockhart*	East Piedmont	50.00	50.00	.00
Mrs. Mae Rudd Williams	Southeastern	50.00	15.00	.00
Mrs. Maude Freeman*	Northeastern	50.00	50.00	.00
Mrs. Lottie M. Villines	Piedmont	50.00	50.00	.00
Mrs. Henrietta Hatton	East Piedmont	50.00	.00	12.50
Mr. L. M. Hatton	East Piedmont	50.00	.00	12.50
Mr. Smith N. Knight	Piedmont	50.00	50.00	.00
Mrs. Willie Mae McNair		50.00	25.00	.00
Mr. E. E. Waddell	Southwestern	50.00	.00	12.50
Mr. George Allen	Southwestern	50.00	.00	12.50
Mr. J. R. Barnes	East Piedmont	50.00	.00	12.50
Mr. C. C. Paschall	East Piedmont	50.00	.00	12.50
Asheville-Buncombe	Southwestern	50.00	50.00	.00
Mrs. Ida Duncan	Western	100.00	25.00	.00
Mrs. Agnes Browning	Piedmont	50.00	12.50	.00
		<u>\$5,118.00</u>	<u>\$1,937.00</u>	<u>\$274.50</u>

*Converted \$28.00 Pledge to \$50.00.

Banquet Supporters Continued —

Name of Participant	District	Others Amount Pledged	Amount Paid	Initial Payment due
Dr. J. H. Wheeler		\$ 50.00	\$ 50.00	\$.00
Mrs. W. R. Collins		100.00	25.00	.00
Dr. H. L. Trigg		50.00	50.00	.00
Mrs. Edna C. Richards		100.00	25.00	.00
Mr. D. H. Keck		5.00	5.00	.00
Mrs. Thelma Keck		50.00	12.50	.00
Attorney Curtis Todd		100.00	25.00	.00
Mr. E. B. Palmer		100.00	25.00	.00
Mr. F. D. McNeill, Jr.		75.00	25.00	.00
Mr. T. W. Walker		50.00	15.00	.00
Mrs. F. D. McNeill, Jr.		5.00	5.00	.00
Mrs. Ruth L. Woodson		50.00	12.50	.00
Mr. Joseph M. Hunt		50.00	50.00	.00
Miss Clementine McQuaig		5.00	5.00	.00
Mrs. Ludie Singletary		5.00	5.00	.00
Miss Elaine Jeffreys		5.00	5.00	.00
Dr. J. S. Stewart		50.00	25.00	.00
Mrs. Tarba Brown		50.00	12.50	.00
Dr. Andrew Best		50.00	50.00	.00
Mrs. A. W. Pridgen		50.00	50.00	.00
Mrs. Vivian Patterson		10.00	10.00	.00
Mr. J. J. Sanson		50.00	12.50	.00
Mr. J. E. Strickland		25.00	25.00	.00
Mrs. Della P. Perry		5.00	5.00	.00
Mrs. Marie Moffitt		50.00	15.00	.00
Mr. J. L. Moffitt		5.00	5.00	.00
Mr. C. M. Palmer		50.00	12.50	.00
Mrs. Maggie Strong		25.00	25.00	.00
Lt. Gov. Robert Scott		25.00	25.00	.00
Dr. G. L. Butler		50.00	25.00	.00
Mrs. L. E. McDonnell		25.00	25.00	.00
Mr. J. D. Hinton		5.00	5.00	.00
Mrs. J. C. Jones		15.00	15.00	.00
Mrs. E. T. Hayswood		50.00	25.00	.00
Mrs. M. J. Bryant		50.00	12.50	.00
Dr. John R. Larkins		50.00	.00	12.50
Mr. L. J. Lockamy		50.00	12.50	.00
Dr. Frank Weaver		50.00	.00	12.50
Mr. Henderson Lee		5.00	5.00	.00
Mrs. Ora S. Lee		50.00	25.00	.00
Dr. Samuel P. Massie		50.00	25.00	.00
		\$1,695.00	\$ 762.50	\$ 25.00
		5,118.00	1,937.00	274.50
		\$6,813.00	\$2,699.50	\$299.50
			299.50—Collectible	
				initial Payments
		Possible cash— when payments are completed.	\$2,999.50	

Response still expected from the following Board members covering Notables pledge, with initial payment.

Name	District
Mr. A. C. Crowder	Coastal Plain
Mr. B. N. Cook	Western
Mr. T. M. Ringer	North Central
Mr. J. H. Wooten	Coastal Plain
Mr. George Allen	Southwestern

Note: All principals, College Presidents and State Department of Public Instruction officials were invited to attend the Notables Banquet, and it is still expected that many of these persons so designated will pledge at least the minimum \$50.00 to receive the notables rating. These pledges and payments should be sent directly to me, with checks made payable to the Hammocks Beach Corporation. It is from this group that our anticipated revenue should reach the \$22,-275.00 mark.

The Hammocks Beach Board of Directors, Saturday, March 19, 1966 approved a recommendation continuing the Hammocks Notables Banquet under the following conditions:

- That the persons who complete their pledge the previous year, become honored guests at subsequent banquets.
- That regular admission to the banquet will be based on the one fourth payment of banquet pledges.
- That membership to the notables group will be open throughout the extended period, accepted on a four year basis.
- That net receipts will be used for the Sharpe Memorial.
- That the tentative date be set for the first Friday night in November, and if a change in date is necessary that it be re-scheduled on a Friday night.

If you hear of any interested sponsor for the 1967 Banquet as a means of advertisement be sure to pass such information on to me, so the proper investigation caan be made for a sponsor for 1967.

W. R. Collins, Director, Hammocks Expansion
125 E. Hargett St.
Raleigh, North Carolina

State Workshop — P R and R and P P A Held

"The Teaching profession has become increasingly scientific, said Dr. Owen Love, legal counsel, Professional Rights and Responsibilities as he delivered the keynote address at the morning session of the State Workshop on Professional Rights and Responsibilities Commission, and the Legislative Committee of the North Carolina Teachers Association. The workshop on the theme "Opportunity for Responsibility" was held at Ligon High School Auditorium, Raleigh, February 26. Dr. Love stated that the lay public and some teachers do not realize that teaching involves a complex science — the development of the human mind, which is more complex than developing the human body. "People would not think of settling for less than the best doctor, and for the same reason they want the most competent teacher. An incompetent teacher can do as much damage to the child's mind as a doctor can do to the body. If we expect to continue to hold leadership in world affairs, we must acquaint people with the importance of training competent teachers. We must think of people coming into the profession who can make the greatest difference in the children at the end of the year." Dr. Love further stated that "teachers should see to it that YESTERDAY'S education is not given to TODAY'S children.

William Stiles, Jr., assistant executive secretary, NEA Department of Classroom teachers was the keynoter for the afternoon session. Mr. Stiles explained and compared the functions of the Professional Standards Board and Professional Practices Commission. He pointed out that the Professional Standards Board is legislative in nature, and recommends standards, while the Professional Practices Commission is more judicial in nature, interprets and applies certain standards. The professional Practice Commission is judging competence and deals primarily with individual teachers.

Reports were made by groups as follows: Group 1, "Desegregation in Public Schools," Mrs. Addie Williams, supervisor of city schools, Fayetteville, leader; Mrs. Dorothy Cushenberg, Henderson, reporter. It was pointed out by this group that teachers are preparing students for integration. Parents and pupils are to made aware of problems involved in integration, expectations, laws and their interpretations. The teacher's responsibility is to develop favorable attitudes. There should be more understanding between groups. It was noted that there is a one-way traffic in the transfer of Negro students to white schools. White students should also be enrolled in previously all Negro schools.

Group 2. "Professional, Civil and Human Rights of Educators," was led by F. D. McNeil, NCTA Field Representative with Mrs. Maggie Davis, member PR & R Committee, reporter: McNeil reminded the group of the survey that has been made concerning the displacement of teachers. He suggested the exploration of what must be done to assure teachers of tenure. He mentioned some cases that were aired in court.

Group 3. "Unethical Practices and Personnel Policies," led by Mrs. Edna C. Richards, executive secretary NCACT with Mrs. Fannie Plummer of Warren County, reporting. Cases involving unethical practices in the classroom among teachers and principals were discussed. Many times the teacher and principal will violate certain codes of ethics of the education profession. One of the most widely violated codes is the evaluation of teachers. Teachers need to know how they are being evaluated in order to improve themselves.

Group 4. "Tenure Laws and Court Cases", E. B. Palmer, executive secretary, NCTA, leader; Mrs. Eva Merritt Pratt of Durham, reporter. There are 26 states with active tenure laws. Sixteen states have tenure in some form. Eight states have no tenure laws — North Carolina is one of the eight in this category.



"YESTERDAY'S EDUCATION, NOT FOR TODAY'S CHILDREN" — Standing is Dr. Owen Love, legal counsel, Professional Rights and Responsibilities and the Professional Practices Act, sponsored by the Professional Rights and Responsibilities Commission and the Legislative Committee of the North Carolina Teachers Association. Seated, left to right: Mr. B. T. Washington of Wilmington; Mrs. Henrietta Hatton, chairman, NCTA PR & R Commission and Dr. S. E. Duncan, president, NCTA.

The National Education Association, the United States Office of Education and the North Carolina Teachers Association are working on the problem of teacher tenure. Teachers were asked to come together in groups or workshops to discuss these problems and disseminate information among other teachers. Teachers need to be rid of the feeling of insecurity.

It was pointed out that teacher dismissals across the country have resulted in the elimination of some schools, consolidation of schools, jobs lost by a number of teachers as Negro teachers are replaced by white teachers. It was concluded that the Negro teacher has played an eminent role in American Society.

Some reactions to the question and answer period revealed that at last teachers have a voice. They are not appalled by temporary losses because they are working toward long range goals.

As a tangible outgrowth of the workshop, the teachers will present a tenure bill to the General Assembly. Teachers were urged to become so politically aware and active that the General Assembly will establish an Active Professional Practices Commission, made up of educators to help teachers obtain stature.

Wind up impressions were made by Mrs. Lucy Herring of Salisbury, Dr. Owen Love, William Stiles, Jr., and Dr. F. G. Shipman of Durham. Mrs. Henrietta Hatton, chairman NCTA PR & R Commission presided.

Greetings and remarks were brought by Dr. S. E. Duncan, President, NCTA.

Lucas and Palmer Plan Trip

John Lucas, principal of Hillside High School, Durham, and NEA Director of North Carolina, and E. B. Palmer, executive secretary, North Carolina Teachers Association, have been selected as members of the thirty-three (33) membered delegation of the National Education Association of the United States to attend the World Conference of the Teaching Profession's (WCOTP) International Convention in Seoul, Korea, July 28-August 9, 1966. Among the delegation will be Mrs. Elizabeth ("Libby") Koontz, president of the Department of Classroom Teachers; NEA Richard D. Batchelder, president of the National Education Association; Dr. William Carr, executive secretary of the National Education Association and others.

The theme of the 1966 Assembly is "The Role of Teachers Organizations in Educational Planning."

Sir Ronald Gould of England is President of WCOTP. Dr. Louise Yim, of the Korean Federation of Education Associations and President of Chungang University in Seoul, is President of the host organization for the 1966 WCOTP Delegate Assembly.

Neither Lucas nor Palmer had finalized their acceptance of this appointment at press time.

NORTH CAROLINA COLLEGE AT DURHAM

Durham, North Carolina

The 1966 Summer School

THE SIX WEEKS SESSION — June 6 - July 13

WORKSHOPS, INSTITUTES, CLINICS FOR THE FIRST SIX WEEKS:

Reading Clinic and Institute for Supervisors of Reading; Institute for Cooperating Teachers; Institute for Newer Media of Instruction; N.S.F. Institute for Teachers of Science and Mathematics; N.S.F. Summer Institute in Microbiology for College Teachers of Biology, Microbiology or Bacteriology.

THE NINE WEEKS SESSION — June 6 - August 1

1. Undergraduate courses for entering Freshmen and Upperclassmen, leading to the Degree of Bachelor of Arts; Bachelor of Science, Bachelor of Science in Commerce; Bachelor of Science in Home Economics; Bachelor of Science in Public Health Nursing.
2. Graduate and Professional courses leading to the Degrees of Master of Arts; Master of Science; Master of Education; Master of Library Science; and to Certification.
A highly trained faculty.
A planned cultural and recreational program.
A beautiful campus in a progressive community.

MR. WILLIAM JONES, CHAIRMAN
INTERIM COMMITTEE

CECIL L. PATTERSON, ACTING DIRECTOR
SUMMER SCHOOL

For Summer School Bulletin and other information write the Acting Director, North Carolina College at Durham, Durham, North Carolina.

Youth: Hope For A Lost World

Man is laying the foundations for a world so devastatingly cruel and so esoterically complex that he himself will be a lost soul, an organism lacking an identity. Is this to be the destiny of man? Is he to be the forgotten citizens of time? Let us take a closer look at our world.

Our world is best likened to a seed and its blossom. Our microcosmic world which encompasses school and its immediate surroundings is the seed of the microcosmic world into which we blossom as leaders. Thus, we must be cognizant that the world of tomorrow depends on that microcosmos of today.

This microcosmos that I speak of today is in essence our educational structure. It is not only the formal so-called "Book learning," but it is the implementation of those acquired skills for practical purposes. Moreover, the very quintessence of our educational structure is the Student Council, for the Student Council is the laboratory of democracy, the workshop of citizenship, the realization of personal involvement, of personal responsibility, and of personal courage that is indicative of democracy and our projection of the future.

The Student Council, this microcosm within a macrocosm, is a democratic community. It is here that we are taught rudimentary principles of life. We lead; we follow. We meet all types of people from all walks of life. We build; we tear down. We learn patriotism, devotion, and love of country. Indeed, we learn how good it is to be young.

One characteristic of youth is its desire for self-expression in its democratic community and its anxiety for communication with the adult macrocosm. The Student Council fulfills these desires. Such functions as NASC conventions, the Williamsburg House of Burgesses, the Workshop of Nations, and even state and local student council discussions in an atmosphere of freedom, youth exchange ideas, constantly seeking to improve its world. Perhaps the most important of the functions of the Student Council is its aid in relaying to youth an understanding of man. The basis now for the wars between men in their macrocosmic society is a missing link in the understanding of man. Through social contacts we learn what a man is. Yes, we, whose ideas have not yet been set, whose minds can eradicate impressions, learn that a man is a man with a soul, with a heart and a mind regardless of race, creed, or religion. We learn that together we are strong,

that greater are the things that unite us than divide us. We develop a deep and abiding concern for the welfare of men, and we use this as our vehicle for peace.

I do not seek to isolate these two worlds of mine. That is far from my intention. "No Man is an Island, no man stands alone. Every man is a piece of the continent, a part of the main." We need one another. Our worlds are virtually interdependent. On one hand, we look to your macrocosm for leadership, for patterns to follow, for education. Yet, on the other hand, you look to us to sustain the world of tomorrow, to perpetuate your ideals by responsibly assuming positions in your world when you move on. If we die out, if our generation becomes extinct, so in turn will your macrocosm become extinct. If you die out, we mutate for we have no pattern to follow, and our microcosm, thrust unprepared into your position, becomes chaotic. Thus, we must work together to perpetuate man's existence.

There is one characteristic that distinguishes us from your macrocosm. We are bursting forth with energy, with zeal, with enthusiasm. We personify imagination, initiative, and creativity. We possess desire, undaunted enthusiasm, and hope. You settle your disputes with guns; we settle ours with words. We become ambassadors of peace through NASC-sponsored foreign exchange programs. You build housing projects in a matter of months; we build a mountain of understanding in one smile and a friendly "hello." We are new, not yet indoctrinated. Use us to prepare the world for peace; use us to bring about an understanding of man; use us to regain a lost identity; use us to brighten a gloomy world; use our ideas as bases for the molding of a better tomorrow. Use our hopes and desires as the foundation for a structure of peace that will endure eternally. Build on our mistakes so that we together may rid of the world of malice, hate, vengeance, and poverty. Most of all, nurture our seeds of embryonic life that we may blossom as the fruit in an orchard of hope, understanding, and peace. A seed that is neglected either dies out or becomes a weed. Will you neglect us?

Brenda E. Armstrong

Treasurer — NCASC 1964-65

Booker T. Washington Sr. High School
Rocky Mount, North Carolina

News Release From The Governor's Office

February 24, 1966

Governor Moore announced that the State Education Assistance Authority has been designated as the guarantee agency in North Carolina for the Low-Interest Insured Student Loan Program, Title IV B, of the Higher Education Act of 1965. The Act was signed by President Johnson on November 8. The administration of the Assistance Authority will be through the State Board of Higher Education, directed by Dr. Howard Boozer.

Loans will be available up to \$1,000 a year for undergraduates and \$1,500 annually for graduate students with overall limits of \$5,000 and \$7,500 respectively.

To implement the loan program, aimed at helping youngsters from middle and upper-middle income families who increasingly are feeling the squeeze of rising educational costs, the Governor has:

(1) Activated the State Education Assistance Authority and designated it as the loan insuring agency in North Carolina. The Authority will work closely with the State Board of Higher Education in the administration of this student loan insurance program.

(2) Named the College Foundation, Inc., as a major eligible lender with which the Board and the Authority will work.

Assistance Authority

The State Education Assistance Authority, established by the 1965 General Assembly through a bill introduced by Senator Russell Kirby of Wilson to receive funds from Federal,

State or non-governmental sources, will serve as insurer of loans by eligible lenders. It will work closely with the State Board of Higher Education.

The Governor appointed seven persons to the first board of directors of the Assistance Authority:

Victor E. Bell, Jr., Raleigh bank official and chairman of College Foundation, Inc., for a term ending January 18, 1970.

Roger Gant, Jr., Glen Raven textile manufacturer, for a term ending January 18, 1968.

Mrs. Carrie Harper, North Carolina Agricultural and Technical College student aid officer, for a term ending January 18, 1967.

Watts Hill, Jr., Durham insurance company president and chairman of the Board of Higher Education, for a term ending January 18, 1969.

Senator Kirby, of Wilson, for a term ending January 18, 1969.

Dr. Arthur Wenger, president of Atlantic Christian College and the North Carolina Association of Colleges and Universities, for a term ending January 18, 1967.

H. Edmunds White, Davidson College student aid officer, for a term ending January 18, 1968.

Although any eligible financial institution may loan money to students under the Government insured loan program, the College Foundation, Inc., has been specifically named as an eligible lender because it is an established non-profit student lending corporation.

"North Carolina is ahead of other States in this regard," Governor Moore pointed out, "in that in the College Foundation, Inc., it has an organization ready to proceed, since it acts as a collective lender for 85 per cent of the banking industry in North Carolina and has done so for the past three academic years."

The College Foundation, located in Raleigh, is directed by Duffy L. Paul. It administers student loans collectively for 92 North Carolina banks and has agreements with those banks whereby it may borrow up to one per cent of their capital and surplus. In 1964, that capital and surplus totaled \$274 million.

Funds borrowed by the Foundation from the banks then are loaned to college students on the recommendations of the student financial aid officers in the colleges.

Information Sources

Full information on the new program will be available in the near future from university and college financial aid officers who were among the nearly 250 persons who attended an announcement luncheon in Raleigh that day. Others invited included every college and university president, representatives of major financial institutions in the State, the head of every Industrial Education Center and Technical Institute representatives of foundations and other sources of private support, members of the State Board of Higher Education, members of the newly-activated State Education Assistance Authority, and trustees of the College Foundation, Inc.

Funding and Borrowing

In the past, funds borrowed by the College Foundation, Inc., from the banks have been loaned to college students on the recommendations of the student financial aid officers in the colleges.

Under the Higher Education Act of 1965, as implemented, any eligible lending institution in the State may, either individually or through the College Foundation, loan money to students under the insured program. With addition of participating savings and loan associations, insurance firms, consumer finance companies, foundations, credit unions, and other financial

institutions to the current figure of \$3 million available to the College Foundation, Inc., through the banks, the Foundation hopes and expects that its resources will be increased to go far in meeting expected demands for loans.

A prospective student, usually without a credit rating because of his age, would then follow this procedure in obtaining a loan:

—contact the student financial aid officer of the institution he attends or wishes to attend and request a loan.

—the college financial aid officer will furnish the prospective lender a statement that the student is eligible to enroll at his institution and transmits the request for the loan.

—the lender will send the loan request to the State Education Assistance Authority for approval as an insured loan.

—on receipt of such approval, the lender will mail a check to the college for credit to the student's educational expenses.

Repayment of Loans

The Federal government will pay all interest up to six per cent while the student is in college and three per cent of the interest during the repayment period. The student will pay the other three per cent plus one-half of one per cent as an insurance premium.

Repayment is not required to begin until nine months after graduation and there is an additional three years' deferment if the student is in the armed forces, the Peace Corps or graduate school. Interest, however, would accrue during the deferred period and would have to be repaid.

A minimum annual repayment of \$360 is required and the total loan must be repaid within 10 years of the beginning of the repayment period, or within 15 years of the execution of the note. Annual interest on loans generally is limited to six per cent on the unpaid balance.

Students of families with adjusted incomes of more than \$15,000 are not entitled to the partial interest subsidy but are entitled to loan insurance.

The Federal government, in addition to paying interest on the loans, also will provide "seed" money to the State for insuring the loans. North Carolina's allocation of Federal funds appropriated through June of 1967 is nearly one-half million dollars.

Head On Crash Of Buses To Have National Impact

(A release from the National Safety Council)

The deliberate head-on crash of two school buses at Long Beach, California, April 5, will have an impact on legislation throughout the country, a National Safety Council official said.

According to Alfred C. Finch, manager of the Council's Motor Transportation Department, the public clamor to "do something" about the increasing number of school bus accidents has reached the point where bills have been introduced in several states to require the installation of seat belts in school buses. A related federal bill would require seat belt installation in intercity buses.

"At this point, though," Finch pointed out, "we need a great deal more information about restraint systems for possible use in school buses. We expect that the results of this research will give us, and through us all those concerned with school bus safety, the first meaningful information from which to draw conclusions."

The research is being conducted by UCLA's Institute of Transportation and Traffic Engineering and is supported by the Na-

tional Safety Council through a grant from Allied Chemical Corporation. It began last summer and reached a climax this afternoon when a fully-instrumented 1965 school bus collided head-on at 30 miles an hour with a 1943 school bus.

Finch lists six major questions that the research is attempting to answer and that, in turn, might aid legislators weighing seat-belts-in-school-bus legislation:

1. Is the current floor strength of buses sufficient to enable belts to be attached?

2. Does seat spacing preclude floor-mounted belt installations?

3. Will seat structure enable belts to be installed on these structures, transmitting collision forces to floor mountings?

4. Does energy transmitted in collision to passenger area require belts of greater, equal, or lesser strength than conventional belts for automobiles?

5. Will seat back padding absorb sufficient energy to lessen or eliminate injuries from head or body contact during collision?

6. Does the reclining seat back develop a "submarining" effect for a body strapped in by a belt fitted around the pelvic area, causing a potential hazard of belt movement into visceral area of the body during collision?

"Until we have answers to these question, any legislation — state or federal — would be premature," Finch said.

At present, legislation that would require seat belts in school buses has been introduced in New York, Michigan, Wisconsin, Delaware, Massachusetts and Illinois. Similar legislation is being at last talked about in virtually every other state.

Finch said that much of the public interest in seat belts for school buses has transferred over from interest in seat belts for cars. The National Safety Council has devoted much of its public information effort for the past five years to encouraging

the public to install seat belts in autos. As a result, 31 states have laws requiring seat belts in autos, and, beginning in 1967, most autos will be equipped with belts in the back seat as well as the front.

Finch stressed that seat belts and vehicle safety generally are only part of the school bus problem.

"Like automobile safety, school bus safety is a three-pronged matter of vehicle, driver, and road, all of which are interlocked," Finch said.

"Much of our present effort is aimed at the driver, both as to his ability to drive safely and his ability to maintain order among his young passengers. We are also greatly concerned about road conditions and road rules as they apply to buses. One of our big problems in this regard is that different states have different rules governing school buses, particularly in relation to the automobile."

Finch said that in 1964, 50 deaths out of a total traffic toll of 47,700 involved school buses. "But with the consolidation of schools increasing, many thousands more children will be riding to school on buses. If the present trend continues, it is possible that 100 or more children could be killed annually in school bus accidents by 1975," he pointed out.

The 1965 bus in the April 7 experiment was donated by General Motors Corporation and the Superior Coach Corporation, while the 1943 bus was donated by the county of Los Angeles through the cooperation of Supervisor Kenneth Hahn. The 1965 bus carried 36 "teen-age" anthropometric dummies, plus a lesser number representing younger children and adults. The 1943 bus was sandbagged

to simulate weights of individuals and had an instrumented anthropometric driver.

The National Safety Council has long been engaged in or has encouraged research aimed at yielding useful information on vehicles. It annually conducts winter driving tests of autos, trucks, and buses on a frozen surface in Stevens Point, Wisconsin. It has also worked closely with the Cornell Aeronautical Laboratory on seat belt research.

Allied Chemical made the grant of \$15,000 to support this research as part of an over-all interest in seat belts as a life-saving device, according to Walter Pollett, director of merchandising, Fibers Division, Allied Chemical Corporation, New York.

UCLA'S Institute of Transportation and Traffic Engineering has worked since 1947 to establish a fund of knowledge of vehicle injury problems. In the current efforts, the Institute hopes to "provide objective information concerning requirements for passenger restraining devices and seat anchorage strength, safety glass, structural integrity, and similar factors."

Upon receipt of the completed reports from UCLA, the National Safety Council will make the information available "to all concerned" through its 9,000-member structure and through the mass media, according to Finch.

"Our primary responsibility is to educate the public by providing a forum for the exchange of ideas and information," Finch said. "The school bus research is in the best tradition of carrying out this responsibility."

A Study Of Student Decision Making

And Its Outcomes

(A resumé)

Scope, a pamphlet published by the Center for the Study of Higher Education in cooperation with the College Entrance Examination Board, describes a study of student decision-making and its outcomes.

The project, called SCOPE (School to College: Opportunities for Post-Secondary Education), will be carried out by staff members of the Center for the Study of Higher Education — a research institute of the University of California at Berkeley. Dale Tillery, associate professor of education at the University of California at Berkeley, will direct it. The College Entrance Examination Board will provide major assistance through its staff, advisory committees of educators, and financial support. Both organizations will rely heavily on the active participation of teachers and officials in the schools, colleges, and education systems of the four states to be studied. It will involve almost 100,000 students in California, Illinois, Massachusetts and North Carolina. (These states were selected because they differ from one another in their commitments to public and private higher education). The pamphlet states that each state is a leader in the kind of education it provides and each has a master plan for higher education.

The focus of the study, now underway, will be on how high school students decide what they will do after graduation, and what comes of their decisions. The study claims to be one of the most ambitious educational research projects ever attempt-

ed. It will include three million high school graduates each year, guidance counselors at 26,000 schools, admissions officers at 2,500 two and four-year colleges, and educational administrators at all levels.

It was stated that an accurate picture of the decision-making process should help all of these people plan and perform their roles more effectively. It should in particular reveal why many promising students, especially those from minority groups, do not attend college, and should suggest ways of remedying this.

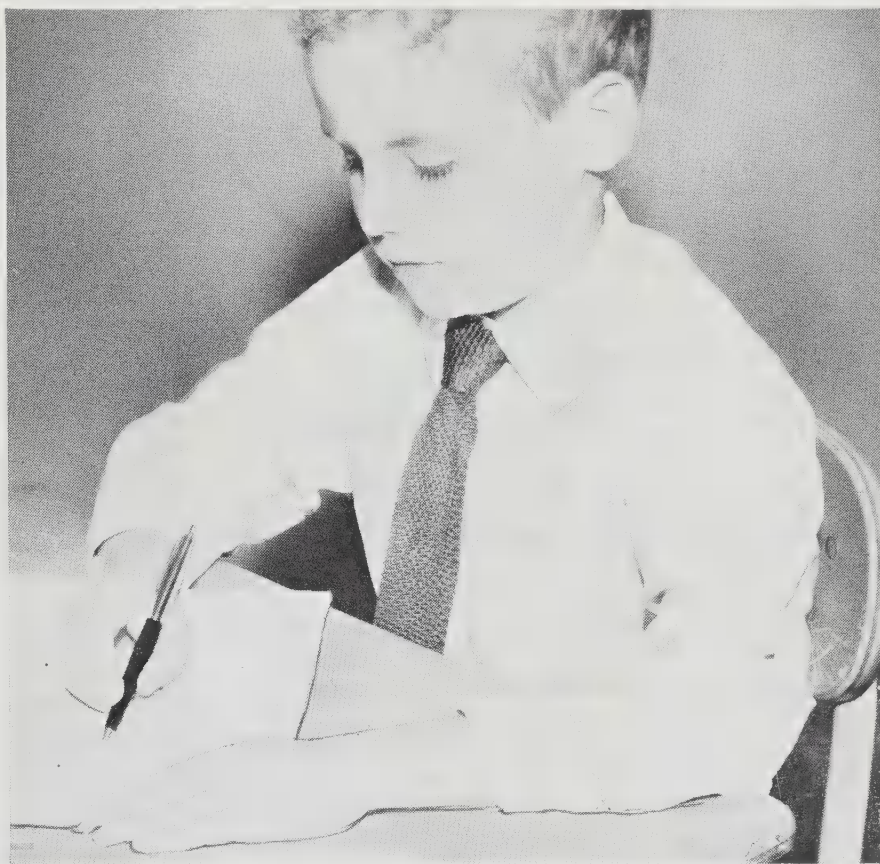
The study will extend from the spring of 1966 until after the spring of 1970.

The College Board will disseminate both interim and final reports widely. It will also help form state-wide committees of educators to advise the study's investigators, will help collect data through its regional offices, and will offer the professional advice of its research committee and staff.

The Center and the College Board will collaborate closely in the planning and execution of this study, enlisting the aid of leaders in secondary and higher education. It is felt that this study will result in more meaningful findings, and a greater likelihood that the findings will affect the policies of schools, colleges, and state education departments in all parts of the country.

SOUTHEAST REGIONAL CONFERENCE DATE SET

The Department of Classroom Teachers of the National Education Association will hold its Southeast Regional Conference on November 10-12, 1966 at the Golden Triangle Motor Hotel, Norfolk, Virginia.



WHY JOHNNY CAN WRITE

Johnny's a lucky boy. Like you, his teachers *care*. They know how important good handwriting is in every aspect of Johnny's life. It helps him show his true ability in his written school work, and it will help him to secure and hold the position he deserves in the world of adults.

Johnny's teachers make sure that he always uses good handwriting practices. They insist on neatness, legible letter forms, proper spacing and alignment. They keep track of his personal handwriting problems, month by month. And they guide him in analyzing his own handwriting and improving it.

Johnny's teachers know that half our states have made exhaustive studies of the many handwriting systems and that *one* system has been approved in more than ninety percent of the studies. Therefore, Johnny's teachers use its latest edition, the new **BETTER HANDWRITING FOR EVERYONE**. Ask us for complete information.

State-adopted in North Carolina: **BETTER HANDWRITING FOR EVERYONE** SERIES, **MATTER AND ENERGY**. Also listed are: **THE PICTURE DICTIONARY FOR PRIMARY GRADES**, **LITERATURE FOR TODAY**, **LA VIDA DIARIA**, and the **COMPARATIVE CLASSICS**.



**NOBLE AND NOBLE
PUBLISHERS, INC.**

750 Third Avenue, New York, N. Y. 10017

Many Negro Teachers Lose Jobs In South, Reject Bids To Move North

New York, Detroit Recruiting Disappointing; Home Ties And Reprisal Fears Cited

'Publicity Was Kiss Of Death'

By KENNETH G. SLOCUM

Staff Reporter of The Wall Street Journal

ATLANTA — Integration of Dixie schools is generating backlash against Negro teachers. Hundreds, perhaps thousands, have been squeezed out of their jobs or sharply downgraded in this school year alone, victims of the consolidation of classes and facilities now going on across the South. As the pace of integration quickens, this toll seems sure to mount.

Ironically, the Negro teachers are being discharged just as the nationwide shortage of teachers is most critical. The National Education Association estimates the U.S. needs 150,000 more teachers, the highest number since NEA began keeping records on such needs seven years ago. It's hardly surprising, then, that a clamorous demand for the displaced Negro teachers is being heard from outside the South.

They are wanted in New York City, Detroit and even in the Virgin Islands. Recruiters have been dispatched to the South to interview them. They are being offered opportunities for retraining, and jobs at much higher pay than they could ever hope to command as instructors in the South. By inference, they are also offered the chance to escape from what they consider a second-class citizenship imposed on them by long-established patterns of segregation in many parts of the South.

Fear Is Factor

But the teachers aren't buying. Interviewers find that their job candidates often fear white reprisal, either economic or physical, if they are seen talking to outsiders. The displaced teachers are also reluctant to leave their homes, their relatives, their churches, the towns they grew up in — all bulwarks of permanence to a people

whose lives are narrowly circumscribed by segregation. And many civil rights leaders oppose their emigration, too, fearful that this would reduce the already-thin ranks of better-educated Southern Negroes, relied on to help their race take advantage of the new opportunities opened up by Federal civil rights legislation.

Though difficult to appraise accurately, job losses are certainly extensive. An NEA "task force" of about 40 investigators, most of them college instructors, was dispatched to 17 Southern states recently to try to measure the scope of the firings. Their investigation, added to other NEA information and data gathered by the Federal Government, identifies some 700 Negro teachers who have lost their jobs or who have been sharply downgraded due to integration.

This is probably only part of the total number. The NEA study group concedes this, and likens its task to the "measurement of an iceberg, the biggest part being unseen below the surface." There are clear signs, too, that thousands of other Negro teachers may be released within the next few years — and at a greater rate than currently. Indeed, a tidal wave of firings is feared.

Future Job Losses

A look at the status of Southern school integration shows why. Today, a dozen years after the Supreme Court school desegregation decision, only about 6% of the Negro pupils in 11 Deep South states attend classes with whites. If this fraction can lead to the firing and downgrading already experienced, it seems certain that stepped-up efforts to integrate many more classes, now being mounted by civil rights groups and the Government, will leave many more teachers jobless in the future.

Most losses come when Negro pupils are moved from Negro schools to white ones, leading to a reduction of the staff at the Negro schools or the closing of entire facilities. Though school boards and parents often have submitted to integration of classes stubbornly and slowly, they have submitted. But at the same time many have defiantly refused any integration of teaching staffs. Consequently, white teachers are hired to take care of the swelling enrollment at newly integrated schools, and Negro teachers are forced out of their jobs.

The teachers affected often settle down in non-teaching jobs near their homes, waiting for an opening at a school or becoming resigned to making a living outside their profession. Some blame their discharges on retaliation for civil rights activity.

"He Could Place Me"

One of the displaced teachers is Mrs. Lewis Black, 34, who holds a bachelor's degree in elementary education and who taught at Fleetwood Elementary School in Greensboro, Ala., until she lost her job there last August. She maintains she was discharged because she taught free classes in political education to Negroes as part of a summer voter registration drive. After she lost her job and the school where she taught was closed, Mrs. Black says, "The superintendent kept telling me he could place me but that he wasn't quite ready. There's no doubt he could place me if he wanted to," she claims. She was unable to find another teaching job and now works for a credit union.

The superintendent of Greensboro schools, Robert Ramey, denies Mrs. Black's civil rights activity had anything to do with her dismissal. "If she had a role in civil rights activity, it's news to me," he says. "Hers was only one of many schools we've closed to improve efficiency and facilities." He declines to discuss reasons for not placing Mrs. Black in another teaching job.

Some case histories indicate the difficulty that areas outside the South are having in luring displaced teachers such as Mrs. Black. Detroit, which needs 300 to 400 teachers "white or colored," dispatched letters to 810 Southern Negro teachers reported jobless. The city came up with only 40 likely candidates and at last count had been able to hire only two. New York City, which boasts the most ambitious program for relocating displaced teachers, has been experiencing disappointment, too.

The city, working through some 60 civic and fraternal groups, obtained the names of some 500 displaced teachers who indicated they might be interested in working in New York. In January, New York sent a team of educators on a week's tour of Dallas, Tuskegee, Ala., and Raleigh, N. C., where they were to interview some of the better-qualified displaced teachers. The team had firm appointments with about 50 prospects, but expected considerably more to show up as a result of extensive advance publicity.

"Only about half of those with whom we had confirmed appointments showed up, and the many we expected to come without appointments just weren't around," complains Max S. Meiselman, a member of the team and director of the "Opera-

tion Reclaim" project. The Virgin Islands, which attempted to recruit displaced teachers in Texas, Georgia, North Carolina and Virginia with offers of "a good warm climate" and better pay, also had rocky going. In fact, the islands have not been able to attract a single displaced Negro teacher.

Similar disappointments have been reported by mainland school systems from Maine to Oregon, say NEA officials. "Our studies would indicate that they are obtaining very few of the displaced teachers," says Samuel B. Etheridge, a member of the NEA's commission on professional rights and responsibilities.

Higher Pay in the North

On the surface, such lack of enthusiasm might seem surprising when one weighs the advantages the teachers might gain from relocation. At New York City pay scales effective next Oct. 1, teachers with bachelor's degrees but no experience can start at \$5,400; those with 10 years experience can start at \$8,900. Detroit pay scales for teachers with less than a master's degree range from \$5,500 for those with no experience to \$6,900 for those with four years experience. By contrast, starting pay for teachers with bachelor's degrees is roughly \$3,300 in Mississippi, \$4,000 in North Carolina and \$4,350 in Alabama.

Why not go North? For one thing, many of the teachers are married women whose husbands would have to find new jobs. And then there's that fear of leaving familiar surroundings and friends for unknown territory and the company of strangers. "The thing that struck me most was their complete reluctance to leave their areas," says a member of the NEA team. Often this means that displaced teachers must take jobs as maids and janitors to remain near their homes.

One experienced Alabama teacher in her early 40s who has an excellent record lost her job and was unable to find another. But she declined all offers outside the South. Asked if she would take a job at twice the salary she had been making, she replied, "No. My home is here, my folks are here and my debts are here. I don't want to leave."

Many who might want to go fear white reprisals. Most white Southerners insist this is only imagined by Negroes; whatever the case, the fear is real enough — and its effect is to make it almost impossible to identify, let alone help, many of the displaced teachers.

Afraid for Sister

One displaced woman teacher, reluctant to be interviewed for the NEA study, said she feared reprisals against relatives. "She said her sister worked as a maid in a private home, and that if

she (the teacher) was seen talking to me, it would cost her sister her job," says **George W. Jones**, dean of Miles College, a Negro school in Birmingham, Ala.

Mr. Meiselman from New York reports that one of the applicants who did show up at interviews in the South, referring to the almost complete absence of other prospects, said: "What did you expect? Your advance publicity was the kiss of death; it put the whites on guard and gave them a chance to threaten us." The applicant added, "I made sure the fire insurance on my house was paid before I came."

Recruiters are getting little help from local civil rights workers, who often encourage the teachers to stay around and try to find other teaching jobs in the South. "These aren't just teachers," says Reginald Hawkins, a fiery civil rights leader and dentist in Charlotte, N. C. "They're civic leaders and molders of Negro thinking. We'll have our brightest young people going to Detroit and New York while the dullards stay behind."

John B. King, executive deputy superintendent of New York City schools denies intentions of "raiding" in Dixie. "We just want to give these people a professional job in New York while they're waiting for the day they can be employed in Southern schools." In any case, this way they can eat while we debate the idealistic aspects of the situation."

Lawsuits Are Recourse

It's generally agreed that the U.S. Office of Education has done little to enforce the integration of faculties this school year. Consequently, lawsuits under various interpretations of civil rights legislation are the only recourse left to displaced teachers. These suits have not been particularly successful.

Just last week, however, the Office of Education handed down guidelines for the next school year containing requirements for faculty integration. Presumably, this means that Negro teachers will be able to appeal directly to the office if they are threatened with loss of their jobs, but just how tough the office will be in enforcing the rule remains to be seen.

Meantime, many Southern schools are expected to continue hiring white teachers and dismissing or downgrading Negroes. Their principal justification: The whites are better qualified. This is true in many cases, but certainly not all. Says a white official of the Southern Regional Council, a human relations study group: "For a hundred years segregationists have been boasting about separate but equal facilities for Negroes. Now all of a sudden all Negro teachers are inferior."

Letters To The Editor

OPERATION RECLAIM

Board of Education
131 Livingston Street
Brooklyn, N. Y. 11201
Tel: 596-3969
852-4618

Dr. Max S. Meiselman
Director

Mrs. Daisy C. Hicks
Assistant Director
April 18, 1966

Dear Mr. E. B. Palmer:

You may be familiar with the operation of our Operation Reclaim program. Simply stated, it is designed to take fifty southern Negro teachers who lost their teaching positions as a result of school desegregation and train them to function as teachers in our New York City school system. Our program is at its midpoint and we are confident that most of the participants will succeed in securing positions in our school system.

The program of instruction includes a practicum on the many phases of our school system, courses in written and oral communication and special coaching to help participants pass New York City teaching tests. In addition, each participant is taking one or two graduate courses, without charge, at a local college.

Under the federal grant, each person receives \$75 a week plus \$15 for each dependent during the 18-week period of the institute. At the end of the institute we plan to secure jobs for each person until he can be placed as a teacher in September.

We are now preparing to repeat Operation Reclaim from September 1966 to January 1967 and we wish to recruit new participants. I should be grateful if you would call this program to the attention of the Negro teachers in your state who may find themselves without positions because of school desegregation. If they will communicate with me I shall be happy to forward application blanks and other pertinent information. May I urge, for their sake, that you give publicity to this information in a manner which you may consider most appropriate.

Sincerely,
Max S. Meiselman
Project Director

**N.A.A.C.P. LEGAL DEFENSE AND
EDUCATIONAL FUND, Inc.**

10 Columbus Circle, New York, N. Y. 10019

April 7, 1966

Mr. E. B. Palmer, Executive Secretary
North Carolina Teacher Association
125 E. Hargett Street
Raleigh, North Carolina
Dear Mr. Palmer:

Your recent Teacher Convention represented a quality consideration of education in North Carolina. It was characterized by a realistic approach to educational problem solving. Congratulations to you.

I was happy to have a part on this program and I hope that good will result from some of my comments. I am particularly happy that you are Korea bound. Enjoy yourself.

Write me during the next two weeks at 112 Reade Street in Englewood, New Jersey. From this point Mrs. Davis will be in touch with me via telephone. I expect to be away from the office almost constantly for this period.

Call me when you think I can be of service to you. Let me hear from you.

Sincerely yours,
John W. Davis
Special Director

Teacher Information and Security

509 Myrtle Avenue
Rocky Mount, North Carolina
April 20, 1966

Mr. E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina
Dear Mr. Palmer:

I would like to take this means to thank the many NCTA members who voted for me in the recent election for NCTA officers. I shall try, at all times, to perform the duties which will be incumbent upon me as vice-president, realizing that the time in which we find ourselves, demands many serious decisions.

Sincerely,
(Mrs.) Ruth Braswell Jones

April 19, 1966

Dear Mr. Palmer,

I'd like to congratulate you on the efficient way in which the convention was planned. I'm sure your capabilities added greatly to its success. I am praying for you and, incidentally, for NCTA as a whole as we go forward with our critical decisions.

Yours truly
(Mrs.) Ruth Braswell Jones

**NORTH CAROLINA ASSOCIATION
OF STUDENT COUNCILS
of the
DEPARTMENT OF SECONDARY
SCHOOL PRINCIPALS
North Carolina Teachers Association
March 12, 1966**

Mr. E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina
Dear Mr. Palmer:

In the interest of the North Carolina Association of Student Councils, I am submitting the enclosed article for your consideration as material worthy of publication in the North Carolina Teacher's Record. It represents the extraordinary talent and potential of our greatest resource, our youth.

At the 1965 State Conference of NCASC, Queen Charlotte Hotel, Charlotte, North Carolina, December 5-7, the delegation pledged support of a 100% membership drive. It was felt that the first task would be to arouse our apathetic principals to the knowledge that the Student Council is our greatest medium for perpetuating the leadership potential of our youth. Our young writer, Brenda Armstrong, accepted the responsibility of appealing to the principals.

We feel certain that there will be only one State Association of Student Councils within a brief span of time. Unity will be the only hope of maintaining status and promise for our youth. With membership power the Negro youth can maintain their identity and continue to serve in leadership capacities. To that end one of the student leaders wrote the enclosed article.

I thank you kindly.

Sincerely yours,
Mrs. Catherine J. Smith
Executive Secretary

Million Dollar Fund For Teacher Rights

Guidelines Adopted by the
NEA Executive Committee
Atlantic City, New Jersey

February, 1966

Collections. All collections will be deposited in the account of "The Million Dollar Fund for Teacher Rights".

Uses of the Fund. The Executive Committee will, from time to time, delineate the specific uses of the Million Dollar Fund for Teacher Rights, as the need arises, in line with the broad principles laid down by the NEA Board of Directors when it created the Fund. The Fund will be used "to Protect and Promote the Human, Civil and Professional Rights of Teachers". Within this context the Fund should be used:

1. To supplement the work of the DuShane Defense Fund in defending individual teachers against unfair and unjust treatment — in dismissals and otherwise—in legal fees and subsistence grants during pending legal action. Specific appropriations to the DuShane Defense Fund shall be made, as the need arises, by the Executive Committee.

2. To meet extraordinary expenses in aiding teachers in securing academic freedom and their civil and political rights.

3. To aid with teacher displacement problems, particularly in connection with the integration of schools; to assist in organizing needed counseling and relocation centers, and to assist in organizing teacher education programs for the upgrading of preparation of such teachers.

4. To assist the Subcommittee on Human Rights in specific programs which support the purposes of the Million Dollar Fund.

5. To aid in preliminary and exploratory work in establishing a National Registry of teachers and positions — a teacher-position listing service

State by State Summary of Contributions

Million Dollar Fund for Teacher Rights

February 28, 1966

State	Quota	Number Contributors*	Amount Contributed	Percent of Quota Met
Alabama	\$ 31,712.00	148	\$ 5,902.15	18.61
Alaska	1,827.00	45	2,010.85	110.06
Arizona	13,220.00	43	394.50	2.98
Arkansas	18,359.00	41	2,065.00	11.25
California	141,463.00	564	7,600.36	5.37
Colorado	21,202.00	99	4,364.08	20.53
Connecticut	18,764.00	73	2,406.20	12.82
Delaware	4,278.00	30	2,328.35	54.43
District of Columbia	4,078.00	28	1,338.00	32.81
Florida	47,646.00	82	1,480.52	3.11
Georgia	39,056.00	50	1,718.00	4.40
Hawaii	4,892.00	11	754.90	15.43
Idaho	6,439.00	9	99.00	1.54
Illinois	69,201.00	397	7,194.12	10.40
Indiana	44,735.00	70	763.50	1.71
Iowa	32,092.00	64	1,921.02	5.99
Kansas	26,236.00	77	3,157.50	12.03
Kentucky	28,546.00	96	1,112.00	3.90
Louisiana	33,178.00	19	241.00	.73
Maine	10,159.00	24	497.50	4.90
Maryland	26,373.00	210	4,876.30	18.49
Massachusetts	35,184.00	87	1,844.35	5.24
Michigan	59,631.00	173	1,395.25	2.34
Minnesota	30,601.00	81	1,438.90	4.70
Mississippi	21,680.00	16	182.00	.84
Missouri	41,687.00	276	5,877.28	14.10
Montana	6,800.00	13	178.00	2.62
Nebraska	16,571.00	24	1,441.73	8.70
Nevada	3,632.00	15	178.00	4.90
New Hampshire	5,235.00	10	233.00	4.45
New Jersey	54,300.00	124	1,741.67	3.21
New Mexico	11,445.00	63	1,359.00	11.87
New York	87,444.00	191	3,375.40	3.86
North Carolina	47,261.00	127	5,787.60	12.25
North Dakota	8,113.00	8	374.00	4.61
Ohio	79,413.00	112	8,026.87	10.11
Oklahoma	26,800.00	58	1,252.89	4.67
Oregon	18,880.00	52	634.54	3.36
Pennsylvania	79,656.00	182	5,984.26	7.51
Rhode Island	4,600.00	7	55.00	1.20
South Carolina	21,939.00	6	1,456.50	6.64
South Dakota	9,679.00	61	1,218.82	12.59
Tennessee	34,329.00	120	1,217.00	3.55
Texas	105,098.00	87	1,640.62	1.56
Utah	11,525.00	10	2,407.03	20.89
Vermont	3,650.00	35	881.59	24.15
Virginia	40,995.00	63	2,126.33	5.19
Washington	30,319.00	117	7,161.79	23.62
West Virginia	16,512.00	23	146.25	.89
Wisconsin	37,300.00	35	427.00	1.14
Wyoming	4,555.00	16	200.75	4.41
Puerto Rico	18,000.00	1	5.00	.03
Overseas	3,500.00	63	747.00	21.34
Totals	\$1,599,790.00	4,436	\$113,220.27**	.07***

* This total includes local associations as well as individuals.

** Does not include contributions from NEA staff, Conferences, Canada and U. S. Possessions.

*** Twelve Percent figure given in letter was derived by using \$120,202.66 as the total amount contributed, rather than the \$113,220.27 figure.

—the service to be self-supporting.

Disbursements

1. Disbursements from the Fund are authorized to defray the cost of printing materials for use in the campaign to raise the Fund and for postage in distributing such materials as requested by local and state associations.

2. Specific allocations of funds shall be made by the Executive Committee and administered by the NEA unit receiving them, under the direction of the NEA Executive Secretary; and that \$8,000 be allocated to Purpose No. 1, supplementing the DuShane Defense Fund.

Protect yourself and your loved ones with

NEA'S GROUP ACCIDENT INSURANCE PROGRAM

for Members of NEA and
the State Association (if available)

Total cost, only \$19 per year

Maximum benefit \$75,000

*For details get Brochure or see
NEA Journal, May 1966, p. 6-7*

NEW

DIFFERENT

INCOMPARABLE

Get YOUR Protection . . . Act Today

NEA GROUP ACCIDENT INSURANCE

- ☐ Please send application blank for enrollment or renewal of NEA membership so that I may become eligible for NEA Insurance and other benefits.
- ☐ Please supply complete information about the new NEA Group Accident Insurance Plan, including an application form.

Name

Street

Address City State Zip

Forward this coupon to: Membership Division, NEA

1201 16th Street., N.W., Washington, D. C. 20036

The El Paso Story

The Elementary and Secondary Education Act of 1965 encourages innovation in education as a means of solving long-standing problems of poverty and social disadvantage. In doing so it provides official recognition of the importance of Health, Physical Education and Recreation (HPER) in the learning process. For the first time, it makes Federal funds available to the schools for strengthening programs in these areas.

The El Paso, Texas, Independent School District was a pioneer in exploring the implications of the new Act, with special reference to the possibilities from programs in HPER. Its experience is related here as service to other school systems.

Prepared by the President's Council on Physical Fitness In Cooperation With Lifetime Sports Foundation "THE EL PASO STORY"

Title I of the Elementary and Secondary Act of 1965 provides "... financial assistance to local educational agencies for the education of children of low income families." Upon approval of its project proposals by the Texas Education Agency, the El Paso Independent School District received \$1.1 million under this title. It is authorized to spend \$271,150 — or approximately one-fourth of the total amount — to develop an expanded and enriched program in HPER.

General objectives of the El Paso project are described as follows in the formal application: "... to provide a supportive and accelerated program of physical development and recreation in 21 applicable schools which qualify under this particular title. This program working within the total educational framework of the El Paso Independent School District will seek to improve physical well-being and general educational capabilities of approximately 20,000 educationally deprived children, with particular emphasis for a described population of approximately 6,900."

Major elements of the program:

1. Expansion of the supervisory and teaching staffs in physical education and recreation on a year-round basis.
2. An extensive health and physical fitness evaluation program.
3. Improvements of facilities and leasing of supplementary community facilities, such as swimming pools, bowling lanes and campsites.
4. Consultant and specialist services in recreation, nutrition and program development.
5. Remedial health services and supplemental nutrition program for approximately 2,000 pupils.

A description of the steps which resulted in this comprehensive program follows.

IT HAPPENED IN EL PASO . . .

IT CAN HAPPEN FOR YOU

Eager for a demonstration of the Education Act's possibilities for HPER, the President's council on Physical Fitness suggested that Lifetime Sports Foundation help underwrite a pilot effort. El Paso was chosen as the proving ground because its vigorous and imaginative school administration had had long experience in dealing with the problems of small, stubborn poverty pockets in an otherwise affluent community.

With initial contacts established, a Steering Committee of fourteen members was convened in El Paso to define needs and recommend solutions. Since this was a pilot project designed to help establish guidelines for other school systems, Lifetime Sports Foundation retained a professional consultant firm which was knowledgeable in the field. This service helped speed the completion of proposal, but the project demonstrated that school systems have the resources to develop workable and acceptable proposals on their own. Most of the suggestions incorporated in the overall plan came from local teachers.

El Paso teachers, who participated in all phases of the pilot project received and filled out a Project Planning Worksheet calling for this information:

- Name of Project
- Description of Project
- Specific Objectives of Project
- Number of Pupils To Be Served
- Approximate Duration of Project
- Anticipated Beginning Date
- Facilities Required (Including cost estimate)
- Equipment Required (Including cost estimate)
- Materials and Supplies Required (Including cost estimate)
- Personnel Required (Including cost estimate)
- Estimated Total Cost

Its investigation completed, the leadership team weeded out and refined suggestions until one set of workable and urgent recommendations remained. Since the objective of Title I is to enrich

the entire curriculum, the HPER proposals were coordinated with new project proposals in other disciplines to form a complete package supplementing and complementing the School District's total program.

IT HAPPENED IN EL PASO . . .

The El Paso Independent School district's proposals were approved immediately by the Texas Education Agency (State Department of Education). Some phases of the program already are in operation, and investigation into other local applications of the Elementary and Secondary Education Act of 1965 is continuing.

IT CAN HAPPEN FOR YOU . . .

Educational needs vary from school system to school system. The El Paso Story indicates general directions and dramatizes specific possibilities in HPER. Where administration is fully informed of the Education Act's implications, these opportunities are many. Most of them will be found in Titles I and III, which are explained in some detail here. For information of Titles II, IV, and V, described very briefly, write to your State Department of Education or to the American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

TITLE I — Provides more than \$1 billion in the first year for the education of children from low income families. Allocation of funds to local school systems is based largely on number of children from families with annual incomes under \$2,000. No restrictions on involvement of non-deprived children, so long as major effort is directed at educationally deprived. Possible Approaches:

- Special programs to identify and assist the physically underdeveloped, handicapped, obese, and socially maladjusted (including after-school, Saturday and summer programs.)
- Intensive health education courses concentrating on needs of low socio-economic areas.
- Physical development programs correlated with remedial reading, guidance and special education programs.
- Year-round school-community recreation programs, day camps, outdoor education, field trips.
- Cooperation with local agencies in programs providing health examinations, corrective services, breakfasts, clothing, etc.

Effectiveness of these projects may be enhanced in the following (and other) ways.

- Addition of supervisors, consultants and professionally-prepared specialists and teachers in HPER.

- Acquisition of additional instructional materials and audio-visual aids.
- Improvement of facilities, leasing of supplementary facilities, acquisition of mobile sports and recreation units.

TITLE II — Provides funds for school library resources, textbooks, audio-visual aids and other instructional materials, including those relevant to HPER.

TITLE III — Provides funds for Supplementary Educational Centers and for needed services not available in sufficient quantity or quality. Includes special equipment, personnel and costly services not normally available in individual schools to be utilized in centers available to entire communities. Inclusion of model programs in HPER is encouraged. Possible program elements.

- Year-round school-community sports, recreation and fitness programs.
- Family health education programs with special opportunities for low income groups.
- Demonstration centers featuring outstanding teachers of sports skills, physical fitness activities and health education.
- Educational enrichment programs for younger children utilizing physical activity in conjunction with other developmental and educational experiences.

TITLE IV — Provides broader support for educational research and development. Encourages dissemination and application of research findings and authorizes establishment of national and regional education laboratories.

TITLE V — Provides funds to State education agencies for improving and expanding their services. Includes employment of personnel in HPER, especially where local administrators express an interest in and need for consultant services.

* NOTICE *

The North Carolina Council on Food and Nutrition, Inc., calls the attention of elementary school teachers to a summer workshop at East Carolina College called **Problems in Nutrition Education**, June 6 - 17, 1966. The course carries 3 quarter hours credit on the graduate level and will apply toward certificate renewal.

Indicate your interest early, since only 20 students can be accepted. Pre-register with.

Dr. Miriam B. Moore, Director
Department of Home Economics
East Carolina College
Greenville, North Carolina

Mathematics And The Deprived Child

Henry M. Eldridge

Fayetteville State College

Fayetteville, North Carolina

Research consistently reveals that the performance of the disadvantaged children is generally lower on standardized intelligence tests. Benjamin S. Bloom made this statement, "Most children in one culture will learn to read, while no child in another culture may learn to read. Modern algebra will be learned by those who have an opportunity to learn it, and it will not be learned by children who do not have this opportunity." General school achievement, as measured by the average of a set of achievement tests or the average of the works assigned to each student by his teachers, is likely to be greatly affected by the home, the peer group, and school environments in which the child lives, plays and learns. There are clearly some environments which discourage school learning, while there are others which encourage and reinforce school learning. Whatever may have been the genetic potential for learning, there is little doubt that the environment will determine what is learned, and even the extent to which learning does take place. In a study at F.S.C., using a group of secondary students, we found that, if we used the upper and lower stanine groups for comparison we found that 97.878% of the students that were good in mathematics ranked equivalent scores in other subject matter areas. Also comparing the lower stanine group, we found a percentile correlation of 98.351.

Love stated that mathematics for the disadvantaged child should have three aims (1) Practical aims, i.e., of immediate or direct usefulness in life; (2) Disciplinary aims, i.e., related to mental training. (3) Cultural aims, i.e., ethical, esthetic, and spiritual values.

Berger and Sones learned from a study of 330 secondary schools throughout the U. S. that 43% of them reported failures. In more than half of the schools this happened in spite of the fact that they had more and better trained teachers, and better equipment to work with. This report is consistent with the report of Shepler who made a study of 1700 secondary students in mathematics in which he found 60% were incompetent in what he considered the basic elements in mathematics.

In the December 1965 edition, Vol. XXXV, No. 5, "Review of Education Research — Education for Socially Disadvantaged Children," the reports reveal that there is a high rate of failure of

Secondary School students in mathematics, that there is consensus of opinion of Secondary teachers of mathematics, that many students are not prepared, and that failure continues high even when the rigor of courses is reduced. The facts and opinions reveal a problem but give little clue as to possible cause or causes. Furthermore, there is some inconsistency between the alleged lack of preparation and continued high rate of failures even with reduced rate of difficulty of subject matter. The studies and statements, however, do suggest that there are unknown variables related to successful study of mathematics that might be identified with profit instruction.

Boyd's study revealed that the language ordinarily used in this course is not clearly understood by many students. A discussion may pass over the heads of many just because they do not understand the language.

There is no good talking about American "equality of opportunity" as long as children have uneven breaks at education merely because they are born in Alabama instead of New York or California. It is a known fact that Negro education lags behind that of the white because of the great percentage that live in southern states. Yet a Negro lad born in a rich community, able to expend relatively large sums for schools and teachers has a better break than a Negro boy able to attend only a one-room school in a shack, taught by a girl with hardly more education than he.

We need to take a good look at our schools and see if we are not depriving all American youth. The National Education Association has informed us that we can count on a steady increase of the school population year by year. About a year ago, a quarter of a million children were attending school for only half a day. Reason? Insufficient classroom space. At the beginning of the current school year (September, 1966) 4500 school superintendents reported the need for 39,000 new classrooms. In cities of over 500,000, three quarters of the school systems are substandard. The average class in American schools is not 25 pupils, the maximum recommended by the National Educational Association, but 28.5. These are a few of the reasons why when some children upon reaching grade six are 2½ grades behind in mathematics.

(Continued on Page 49)

HAMMOCKS BEACH REPORT

(Continued from Page 30)

WESTERN DISTRICT - \$310.00

Memberships	\$28.00 Plan	Banquet	Other
Anson Co.	60.00	Forsyth Co.	25.00
Cabarrus Co.	25.00	Rowan Co.	200.00
	85.00		225.00

TOTAL ALL DISTRICTS - \$5,703.58

TREASURER'S REPORT

January 1, 1966 - March 22, 1966

REGULAR ACCOUNT

Balance Forward Dec. 31, 1965		\$1,562.32
Total Deposits		59.50
		1,621.82
Total Expenditures	629.75	
Bank Service Charge	.65	630.40
		\$ 991.42

BALANCE AS OF MARCH 22, 1966

CAPITAL FUNDS ACCOUNT

Balance Forward Dec. 31, 1965		\$4,321.45
Total Deposits		3,469.50
		7,790.95
Payment to Landscape Architect	762.00	
Returned Check & Bank Charge	12.65	774.65
		\$6,956.30

BALANCE AS OF MARCH 22, 1966

MATHEMATICS AND THE DEPRIVED CHILD

(Continued from Page 48)

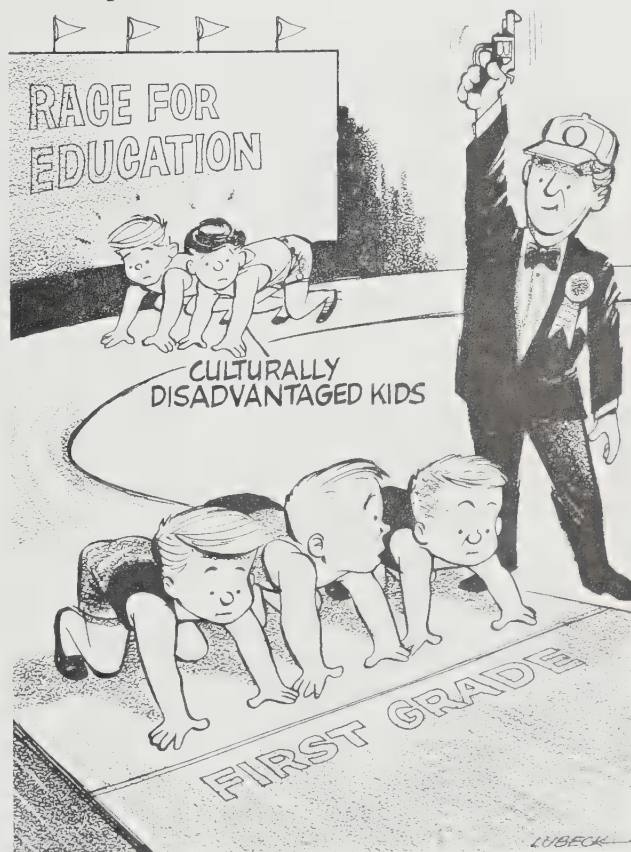
All children, disadvantaged or not, have certain basic needs which must be met adequately if they are to develop and mature normally. These needs may be classified as physiological, social and emotional. There are certain understandings that children must have in order to adequately and intelligently meet these needs. The school should be so organized as to provide experiences for the pupils, that will give them an opportunity to become acquainted with these understandings. Each subject field contributes its bit toward building these necessary experience situations. The primary purpose of mathematics for the disadvantaged should be to develop those powers of understanding and of analyzing relations of quantity and of space which are necessary to an insight into and control over our environment and to an appreciation of progress of civilization in its various aspects, and to develop those habits of thought and of action which will make those powers effective in the life of the individual.

Hannan To Succeed Stinnett August 1

Cecil J. Hannan, executive secretary of the Washington Education Association, will become NEA assistant executive secretary for professional development and welfare on August 1. He will succeed T. M. Stinnett, who retires on that date, the NEA Executive Committee announced April 21.

Dr. Hannan, who has served on the WEA and NEA executive committees and boards of directors, was a driving force behind the establishment of NEA's Teach Corps and was a member of the original group which worked to form the Compact on Education.

Equal Track... But Unequal Race



NEA NEWS

10,000 Teachers Cover Education's Waterfront at NEA Miami Beach Convention June 26-July 1

WASHINGTON, D. C., May 6 — 10,000 teachers will go up the staircase of educational problems this summer in their six-day annual convention of the National Education Association at Miami Beach June 26-July 1.

A scholarly seminar, how-to workshop, and political forum all rolled into one, the NEA's 104th conclave will cover teaching concerns from art education to youth fitness, from civil rights to salaries.

Convening under the theme "Free to Teach" on which NEA President Richard D. Batchelder of Newton, Mass., will base his presidential address, the 8,000 official delegates comprising the NEA Representative Assembly will consider some controversial current issues in education, including:

- Repercussions from civil rights legislation, such as slow-paced integration of faculty when schools desegregate.

- Human rights of educators.
- Merger of segregated state and local affiliates in the South.

- Impact of recent federal action on school finance.

- Conflicts between teachers and school boards.

- The professional association vs. the teachers' union; strikes and sanctions and professional negotiations.

- Political activity of teachers.

In general sessions they will hear Secretary John W. Gardner of the U. S. Department of Health, Education, and Welfare Sunday night; NEA Executive Secretary William G. Carr's annual report to the membership Tuesday afternoon; President

Batchelder Tuesday night; Publisher Ralph McGill of the **Atlanta Journal** Thursday night; and President Andrew Holt of the University of Tennessee at Knoxville, a former NEA president, at the closing session Friday night.

A special feature of the "Free to Teach" convention will be issuance on July 1 of a new five-cent stamp commemorating the 175th anniversary of the Bill of Rights. Postmaster General Lawrence F. O'Brien will take part in the official ceremony Friday morning, and first day covers will be on sale throughout the meeting.

The first business session of the Assembly, policy-making body for the 985,000-member NEA, Tuesday afternoon will include nominations for President-Elect, and two Executive Committee posts. Voting will be held Friday.

Candidacies already announced are those of: Braulio Alonso, Tampa, Fla., principal, for President-Elect; Mrs. Thelma Davis of Griffin, Ga., and George D. Fischer of Des Moines, Ia., for the Executive Committee vacancies. Mr. Fischer, a classroom teacher, is running to succeed himself. Mrs. Davis, a first-grade teacher, is immediate past president of the NEA Department of Classroom Teachers.

Resolutions to guide the Association's course during the coming year will be aired first at an Open Hearing at 1 P.M. Sunday. On Thursday morning, the Resolutions Committee, headed by Mrs. Maxine Smith of Medford, Ore., will make its official report to the Representative Assembly. Voting on platform and resolutions will take place Friday.

In addition to the official business of the convention, each of the 33 autonomous departments

of the NEA has scheduled convention sessions as have the myriad committees, commissions, and special project staffs.

Among important subjects of these sessions will be the annual report to the profession on "Financial Status of the Public Schools" by the NEA Committee on Educational Finance; a 25-year review of investigations conducted by the Professional Rights and Responsibilities Commission; an analysis of the National Teacher Corps by the National Commission on Teacher Education and Professional Standards; a review of problems of merging segregated affiliates in the southern states by the NEA-American Teachers Association Joint Committee; analysis of recent federal education legislation, the future of educational TV, the ungraded classroom, and the self-contained teacher.

Top leaders of groups interested in education such as the National Congress of Parents and Teachers, the National School Boards Association, and the American Legion will bring greetings to the teachers.

At the final session Friday night, NEA President-Elect Irvamae Applegate, dean of the School of Education at St. Cloud, Minn., State College, will take over the reins from Mr. Batchelder for the coming year.

All general sessions and the exhibits will be held in the Miami Beach Convention Center. More than 60 smaller discussion groups will meet in various beach hotels.

This will be the 104th annual convention held since 1857 when the Association was born in Philadelphia, Pa. It is the first return engagement to Miami Beach, since NEA met there in 1953.



Retiring Teachers Honored

Retired and retiring teachers of the Cumberland County Unit, NCTA were honored guests at the units' Annual Professional Dinner Meeting held on May 3, 1966 at the Tar Heel Restaurant of the Downtowner Motor Lodge Fayetteville, N. C. Honored guests also included the President-elect of NCTA, Dr. Rudolph Jones, president of Fayetteville State College. Guest speaker for the occasion was E. B. Palmer, executive secretary of NCTA.

In the picture, at left is Mrs. Louretta Wood and at the right is Mrs. Bertha R. Stephens, retiring at the end of the 1965-66 school term, received awards for their distinguished service in the Cumberland County School system, presented by Mrs. Mae Williams (center), Supervisor of Cumberland County Schools.

Mrs. Wood began her teaching career after her children became school age. She spent more than half of her teaching years in a one-room school. She has worked at the J. W. Seabrook Elementary School for the past twelve years. During her teaching career she has written several articles for professional magazines. Her most recent article was published in *THE INSTRUCTOR*, October, 1953.

Mrs. Wood is the mother of one daughter, Mrs. Vandalia MacAdoo of Greensboro, N. C. and two sons, Mr. Eugene and Mr. Thomas Wood of Fayetteville, N. C. All are public school teachers.

Mrs. Stephens' teaching career has consisted of six years of teaching in Warren County and thirty years in the Cumberland County School system. She said she enjoys teaching and has worked at the Lewis Chapel Elementary School for 15 years.

Mrs. Stephens is the wife of Reverend Claud L. Stephens of Fayetteville and the mother of two sons, Dr. Claud L. Stephens now practicing medicine in Kingstree, S. C. and Ralph L. Stephens, Divinity Student at Drew University, Madison, N. J.

Besides teaching, both teachers are very active in religious and community activities. They love flowers and like to sew as a hobby. Mrs. Stephens plans to do voluntary Red Cross work and work with different community activity groups after retirement.

Publication Notice

DIMENSIONS IN SCHOOL FINANCE. Committee on Educational Finance. Washington, D. C.: National Educational Association, 1966. 273 pp. \$3.50. Stock No. 381-11750.

School finance has come a long way since the little red schoolhouse. The progress is marked by drastic changes occurring in the needs of our society and economy that have deep implications for the kind of education we are trying to provide. The NEA Committee on Educational Finance has now compiled, from over 3,000 pages of material on school finance it has issued in the past decade, a single volume of selected readings presenting

a perspective on some of the most important topics in school finance.

The verbatim excerpts comprising **Dimensions in School Finance** are intended to give the basic viewpoints, findings, and conclusions of the authors and documents cited. Drawn together by the commentary of John K. Norton, the selections review the selections review the major trends over the past decade and present a picture of the current situation in school finance.

Twenty-Third Classroom Teachers National Conference

Mrs. Elizabeth D. Koontz, president of the NEA Department of Classroom Teachers, has announced that the twenty-third annual Classroom Teachers National Conference will be held at the University of South Florida, Tampa, Florida, July 3-15, 1966.

Program — The two-week conference program forms a lecture-discussion pattern consisting of general sessions and small group discussions. The emphasis will be on Organizing for Innovation, an Opportunity for Responsibility.

Registration and Fee — The cost of room, board and incidentals is \$110. This cost includes a \$15 preregistration fee which is payable to the Department of Classroom Teachers in advance of the conference. The balance is due at the time of registration on campus.

Registration will be limited to 350 and applications will be accepted in the order received.

Credit — Those who wish to earn a graduate or undergraduate credit may enroll for 2 semester hours of credit certified by the university. A fee of \$28 will be charged for these 2 credits.

NCTA Credit Union-Audit Report

Mr. W. V. Didawick, Administrator
Credit Union Division
Department of Agriculture
Raleigh, North Carolina
Dear Mr. Didawick:

I have made a regular supervisory agency examination of the records of the North Carolina Teachers' Association Credit Union, Raleigh, North Carolina, as of March 31, 1966, and submit the following report covering same.

This examination consisted of verifying all balance sheet accounts in accordance with accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances to determine solvency of the credit union and its compliance with the Credit Union Law. The individual accounts of the subsidiary ledger were not confirmed directly with the members; therefore, no opinion is expressed as to their accuracy.

BALANCE SHEET March 31, 1966

ASSETS		LIABILITIES	
Cash	\$ 5,204.16	Shares	\$37,922.15
Loans	27,007.45	Reserve	
		Fund	1,477.65
Investments	8,166.26	Undivided	
		Earnings	228.61
		Profit and	
		Loss	749.46
	<u>\$40,377.87</u>		<u>\$40,377.87</u>

COMMENTS ON BALANCE SHEET ITEMS

ASSETS

Cash \$ 5,204.15

The March 31, 1966, bank statement from Mechanics and Farmers Bank of Raleigh, North Carolina, was reconciled and found to agree with the control.

Loans \$27,007.45

A schedule of all outstanding loans on record at March 31, 1966, was prepared and the adding machine tape total was in agreement with the control. All notes and collateral were checked for proper execution and delinquency. Loans that were three months or more delinquent totaled \$885.15, or approximately 3 per cent of the total outstanding. This shows a much improved con-

dition since our last examination of March 23, 1965. Types of loans now granted are signature, share, and co-maker. The interest yield on loans outstanding for 1965 was 11.8 per cent.

Investments	\$ 8,166.26
Mechanics and Farmers Bank	\$4,166.26
Mutual Savings & Loan Assn.	3,000.00
League Central Credit Union	1,000.00

This represents monies on deposit at interest and the passbooks from the above financial institutions were presented and examined for verification.

LIABILITIES

Shares **\$37,922.15**

An adding machine tape was run on all share balances of record at March 31, 1966, and the total agreed with the control. It was necessary to make a detail check of each share transaction including each dividend entry for the period from December 31, 1965, through March 31, 1966.

Reserve Fund **\$ 1,477.65**

This is the regular statutory reserve required of all state-chartered credit unions, and it is properly set up at December 31, 1965.

Undivided Earnings **\$ 228.61**

This represents the undistributed net earnings as of March 31, 1966. A 5 per cent dividend was paid to shareholders for the year 1965.

Profit and Loss **\$ 749.46**

This represents the excess of income over expense for the first quarter of 1966.

Remarks

The total assets of the credit union have increased approximately 82 per cent during the past twelve months. A continued growth is foreseen at this time. With the number of bookkeeping transactions increasing each month, it is most important to keep the books posted up to date and in balance.

The expense compared to gross income for 1965 was 50 per cent. It is going to be difficult to retain a 5 per cent dividend with expenses running this high. It is indicated that a reduction in expenses will be shown for 1966.

Appreciation is expressed for the cooperation extended during the examination.

Respectfully submitted,

CREDIT UNION DIVISION

Joseph M. Jones

Fiscal Examiner

5th Annual Meeting, January 21, 1967, Downtowner Motor Inn, Raleigh

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Two Consecutive Years

Summer Loans — May 1 to June 10, 1966; Send 1966-67 Contracts
With Loan Applications

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee **must be** via certified, cashier's check or money order.

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$ _____. My monthly salary is \$ _____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1965, approximately 86% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

I want a hot dog with everything. That includes ice-cold Coca-Cola. Coke has the taste you never get tired of. Always refreshing. That's why things go better with Coke after Coke after Coke.

TRADE-MARK®

TRADE-MARK®

TRADE-MARK®



Teachers Record

OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION

Serials Sec., Acquisitions Dept.
LIBRARY
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, N. C. 27515

OCT 26 1966



Theme: Individual Commitment to Professional Excellence



We Work Fast at N.C.S.B.D.

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

ESEA and NDEA orders for books of the publishers listed below may be sent to us to save **TIME, OFFICE WORK and MONEY.** We make very prompt shipments.

Addison-Wesley Publishing Co.
Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Garrard Publishing Co.

Ginn and Co.
Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
G. & C. Merriam Publishing Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Spence International Press
Summey-Birchard Co.
Steck-Vaughan Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-FIVE YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to you school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1966

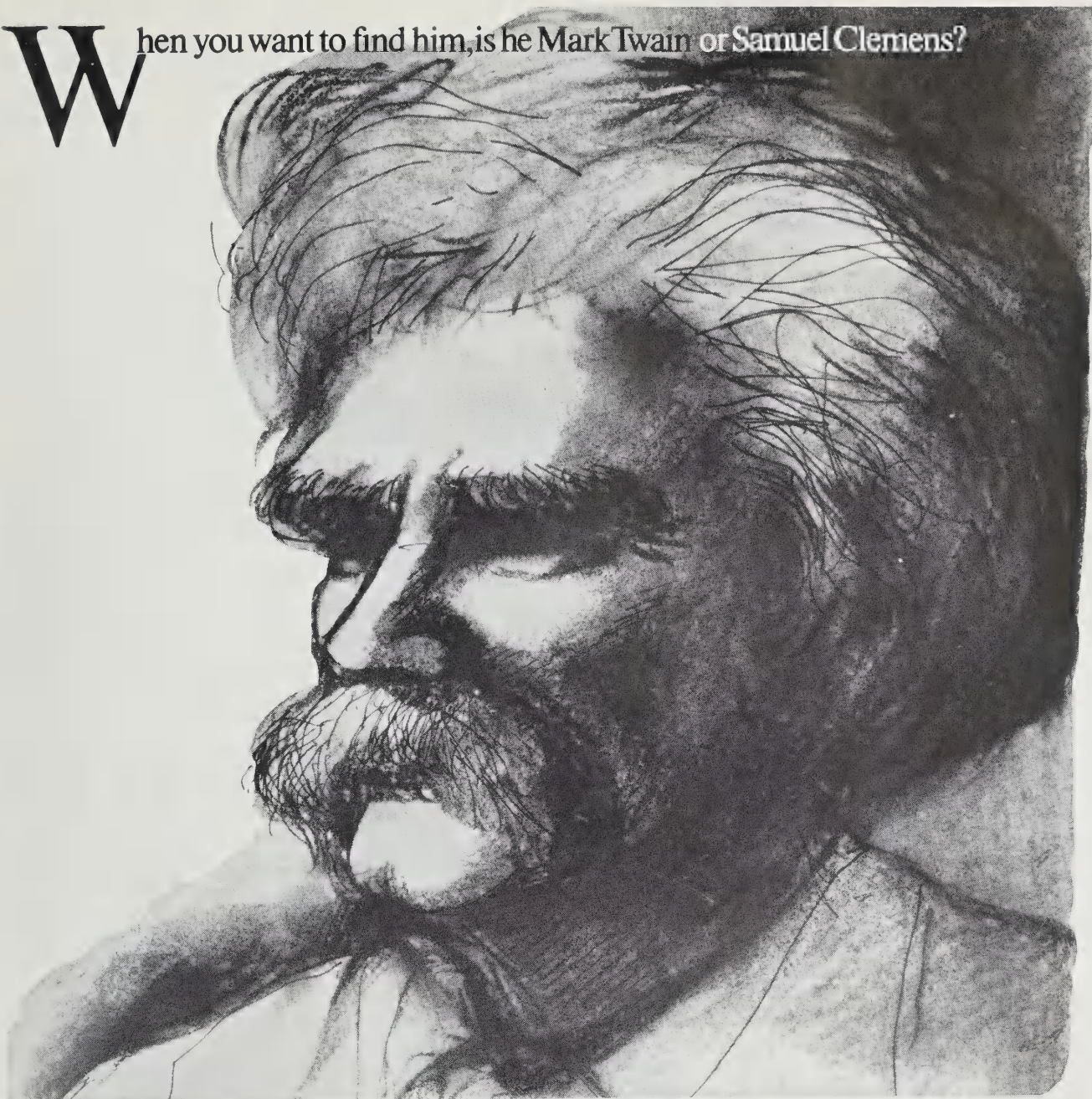
North Carolina SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.

When you want to find him, is he Mark Twain or Samuel Clemens?



**In The World Book Encyclopedia, he'll be where most students look for him...
under the title "Twain, Mark."**

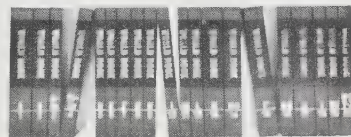
World Book's extensive title-testing program assures the editors that most students would look first under his pen name.

Each year thousands of readers return questionnaires designed to help the editors place articles where the average reader would expect to find them. This research makes information in World Book easy to find—makes the set easy to use.

Readers who first go to "Clemens, Samuel," or to "Mark Twain," are directed by a simple cross-

reference to the article's proper location in the "T" volume.

Title testing is just one of the many programs in World Book's overall Classroom Research Project. All of these programs are aimed at making and keeping World Book the most usable encyclopedia for students.



The World Book Encyclopedia, Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, Illinois 60654
London • Rome • Stockholm • Sydney • Toronto

For complete information, contact our nearest office:

Ross E. Templeton
Field Enterprises Educational Corp.
719 S. Tryon Street
Charlotte, North Carolina 28202

Theodore Bye
Field Enterprises Educational Corp.
706 Hillsboro St.,
Raleigh, North Carolina 27603

Dwight Compton
Field Enterprises Educational Corp.
719 S. Tryon Street
Charlotte, North Carolina 28202

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. Rudolph Jones, President Fayetteville
 Mrs. Ruth B. Jones, Vice President Rocky Mount
 Dr. Nelson H. Harris, Treasurer Raleigh
 Mrs. Edythe R. Tweedy, Recording Secretary Rocky Mount

SPECIAL OFFICERS

Dr. S. E. Duncan
 Immediate Past President Salisbury
 Mrs. Dorothy Jackson
 President, Association of Classroom Teachers Wilmington
 John H. Lucas
 State NEA Director Durham
 Mrs. Elizabeth D. Koontz
 Immediate Past President
 NEA Department of Classroom Teachers Salisbury

ELECTED MEMBERS

O. N. Freeman, Charlotte
 J. H. Twitty, St. Pauls
 D. F. Walker, Edenton
 S. O. Jones, Greensboro
 Mrs. L. P. Burton, Asheville
 Mrs. L. B. Daniel, Raleigh
 T. V. Foster, Jr., Rocky Mount
 W. O. T. Fleming, Salisbury
 J. H. Wooten, Goldsboro

DISTRICT PRESIDENTS

Coastal Plain A. C. Crowder, Goldsboro
 East Piedmont G. L. Foxwell, Raleigh
 North Central T. M. Ringer, Nashville
 Northeastern Francis H. Mebane, Farmville
 Piedmont J. C. Duncan, Yanceyville
 Southeastern Bruce Hargrove, Raleigh
 Southwestern Mrs. Beth Wallace, Charlotte
 Western B. N. Cook, Winston-Salem

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Dorothy Jackson, Wilmington
 A. Department of Elementary Teachers—Mrs. Ruby Manley, Ahoskie
 1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
 2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
 B. Department of Secondary Teachers—Robert W. Boley, New Bern
 1. Section of English Teachers—C. C. Lipscomb, Raleigh
 2. Section of Foreign Language Teachers—Mrs. Cynthia Smith, Durham
 3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
 4. Section of Mathematics and Science Teachers—Delmours R. Ingram, Raleigh
 C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
 D. Department of Retired Teachers—(Unreported)
 A. Department of Home Economics Teachers—Mrs. Bernice T. Graham, Badin
 B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
 C. Department of Industrial Education Teachers—R. D. Smith, Chapel Hill
 1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
 D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
 E. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
 1. Section of Driver Education—Isaac Barnett, Greensboro
 F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
 1. Section of Educational Secretaries—Mrs. Millie Veasey, Raleigh
 G. Department of Extension Education (with Vocational Agriculture)
 H. Department of Librarians—Mrs. Arabella Bryant, New Bern
 I. Department of Guidance—Mrs. Alice Solomon, Raleigh
 J. Department of Bible Teachers—Mrs. Eva Merritt Pratt, Durham

K. Department of Art Teachers—Mrs. Helen Daniel, Durham
 L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville
 Division of School Administrators and Supervisors—A. C. Crowder, Goldsboro
 A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
 B. Department of Principals—J. H. Twitty, Saint Pauls
 1. Section of Elementary Principals—J. D. McAllister, Raeford
 2. Section of High School Principals—R. S. Cooper, Pantego
 3. Section of Junior High School Principals—S. J. Howie, Wilmington
 4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
 Division of Higher Education—L. H. Robinson, Greensboro
 A. Department of Administration—(Unreported)
 B. Department of Instruction—Charles A. Ray, Durham
 C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

HEADQUARTERS STAFF

Elliott B. Palmer, Executive Secretary
 Fred D. McNeill, Jr., Field Representative and Treasurer-Manager, NCTA Credit Union
 Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
 W. R. Collins, Expansion Director, Hammocks Corporation
 Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations and Research
 Mrs. Della P. Perry, Bookkeeper
 Miss Elaine Jeffreys, Assistant Bookkeeper
 Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
 Mrs. Clementine Parker, Secretary to Executive Secretary—NCTA
 Miss Tabitha Pettiford, Secretary-Stenographer
 Mrs. Ludie Singletary, Secretary to the Field Representative
 James Jones, Building Custodian

Meetings

"NCTA Calendar 1966-67"

Refer to September NEWSLETTER for
 District Meetings Schedule

NCTA State Convention — March 16-17, 1967 — Durham
 Civic Center and Jack Tar Hotel — Durham, N. C.

NCTA Board of Directors Meetings: (Tentative)

- A. September 10, 1966
- B. December 3, 1966
- C. February 4, 1967
- D. March 4, 1967
- E. May 6, 1967

Called meetings at the discretion of the President

All meetings are scheduled for 11:00 A. M. o'clock
 125 E. Hargett Street — Raleigh, N. C.

Annual Leadership Conference NCTA-NEA — August
 10-12, 1967 — Hammocks Beach, Swansboro, N. C.

NEA Convention — July 2-7, 1967 — Minneapolis,
 Minnesota

Hammocks Beach Corporation Meetings (tentative)

A. Hammocks Corporation Board of Directors:

1. September 10, 1966
2. December 3, 1966
3. February 4, 1967
4. March 4, 1967
5. May 6, 1967

Called meetings at the discretion of the president

B. Annual Hammocks Pilgrimage — May 20, 1967
 Hammocks Beach, Swansboro, N. C.

All meetings are scheduled for 9:30 A.M.
 125 E. Hargett Street, Raleigh, N. C.

Hammocks Notables Benefit Banquet, November 4, 1966
 Shaw University Dining Room — Time 7:30 P.M.

Fifth Annual Shareholders Meeting — Credit Union,
 January 21, 1967 — Downtowner Motor Inn, Raleigh
 Time 10:00 A.M.

ELLIOTT B. PALMER
Executive Secretary, and Editor

THELMA M. KECK
Managing Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

THIS MONTH'S COVER

Dr. Rudolph Jones, NCTA President and Dr. Irvamae Applegate, NEA President confer on their plans for the implementation of the theme "Individual Commitment to Professional Excellence." This picture was made in the VIP Room, Convention Hall, Miami Beach, Florida. Convention Hall was the scene of the general sessions of the 104th Annual Meeting of the National Education Association, June 26 - July 1, 1966.

Photo—Courtesy of NEA.

* * *

Subscription price \$1.50 a year

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 East Hargett Street, Raleigh, North Carolina.

Entered as second class matter January 15, 1930, at the post office, Raleigh, N. C., under the Act of March 3, 1879.

Thirteen Thousand Seven Hundred Copies.

North Carolina

Teachers Record

Official Publication of the North Carolina

Teachers Association

VOLUME XXXVI

OCTOBER, 1966

NUMBER 4

CONTENTS

Page

General

Scenes from the Leadership Conference	14
Motions Carried	18
Letters to the Editor	22
Southeast Regional Conference	24
Million Dollar Fund Report	36
Membership Report	38

Special

Meet Our New President	4
NEA-ATA Unification	5
N.C.T.A. Entertains "Libby"	6
NCTEPS Non Conference	11
Honors — Appointments	10-12-13
Important — NCTA Members	15
Toward The Future	16
Palmer Presents First NCTA Handbook	34
Wedding Bells	34
Proposed Budget — Advisory Budget Committee	35
Lehman Fund Scholars	39
American Education Week	39

Articles

Move Forward with Greater Professional Unity	7
A First Timer's Report	9
The Battered Child	25
Professional Practices Legislation	28
The Assignment and Misassignment of American Teachers	30
Negro Market Forecast	33

Advertisers

North Carolina School Book Depository	Inside Front Cover
World Book Encyclopedia	1
Jenn Nowaste Teacher-Aids	8
Wrigley's Spearmint Chewing Gum	13
NCTA Credit Union	Inside Back Cover
Coca-Cola Bottling Company	Outside Back Cover



MEET OUR NEW PRESIDENT

On September 10, 1966, Dr. Rudolph Jones, president of Fayetteville State College, officially presided as the new President of the North Carolina Teachers Association at the meeting of the Board of Directors. Dr. Jones was elected to this post by the membership, and he was installed during the 85th Annual Convention, which was held March 31, and April 1, 1966 at the Raleigh Memorial Auditorium.

Dr. Jones began his enviable career as a leader in high school and college. He is a native of Winton, North Carolina and was graduated from the Waters Training School with honor. As a student at Shaw University, the academic record of Rudolph Jones is supplemented with honors and awards. As a freshman, sophomore and junior, he was awarded highest average prizes each year. As a junior in college he won the Public Speakers award. He was graduated in the class of 1930 with honor as number one in scholarship.

After completing his under graduate studies, he earned the M. A. and the Ph. D. degrees in economics at the Catholic University of America in Washington, D. C., where he was admitted to Pi Gamma Mu, the National Social Science Honor Society.

Dr. Jones has served as a high school teacher, a high school principal, a college dean and his present position as a college president. He went to Fayetteville State College in 1952, and was dean of the College until the retirement of Dr. J. W. Seabrook in 1956. He was elevated to the

presidency by the Trustees at that time and has since served with distinction.

He has also had many other work experiences with the state and federal governments. He participated in World War II in the United States Navy in the South Pacific.

He is a member of many educational, religious and fraternal organizations, serving in an official capacity in several of them. He is a life member of NEA. He has served on the NCTA Board of Directors and as Chairman of the Hammocks Beach Corporation Board of Directors.

He is a trustee of the North Carolina Symphony Society and a member of the Executive Committee of the North Carolina Association of Colleges and Universities. He is listed in *Who's Who in Education* and *Who's Who in America*. He is an elder in the College Heights Presbyterian Church; and a thirty-third degree Mason.

In addition to the intellectual depth which has been evidenced through the years, Rudolph Jones also displays an appreciation for the lighter side of life, by responding readily with humor at the appropriate occasion.

The North Carolina Teachers Association is proud to have at the helm, a person of Dr. Jones' ability. He is certain to uphold the noble traditions of the NCTA's past as he guides the association toward its future.

A Big Step—NEA-ATA Unification



HISTORY IS MADE AS NEA-ATA MERGER BECOMES REALITY: Top officials of the American Teachers Association and the National Education Association are shown here on an historic occasion — the signing of certificates testifying that both associations have approved the unification of their organizations. The documents were signed on June 28, at a special ceremony during the NEA convention in Miami Beach.

ATA President R. J. Martin (seated, left) and NEA President Richard D. Batchelder (seated, right), add their signatures, while Joseph T. Brooks (standing, left), ATA executive secretary; William G. Carr (standing, center), NEA executive secretary, and Hudson L. Barksdale, ATA president-elect (standing, right), look on.

The 62 year-old American Teachers Association composed of predominantly Negro members, and the National Education Association joined hands on June 28, and took another big step toward uniting the teaching profession.

The formal signing took place under a spotlight in a darkened, hushed auditorium of Convention Hall at Miami Beach during the NEA Con-

vention. As the executive secretaries of the two strong associations signed the document which unified their memberships, several thousand educators, Negro and White, sang "Glory! Glory, Hallelujah! — His Truth is Marching On."

Walter N. Ridley, president, Elizabeth City State College has reviewed this historic event in the September issue of the NEA Journal. Ridley was sec-

retary of the Joint NEA-ATA Committee for 21 years and an officer of the ATA for 25 years.

"Now that the signatures have been affixed to the documents, sealing the unification of the two organizations, it remains for teachers everywhere to stand firm on behalf of professional unity. Outstretched hands must extend on all sides if this unity is to become a reality," Ridley concludes.

NCTA Entertains "Libby"

Penthouse quarters in the Shelborne Hotel was the scene of a gala reception, Thursday, June 13, 1966, at Miami Beach, Florida, honoring Mrs. Elizabeth D. Koontz, outgoing President, NEA Department of Classroom Teachers.

Below are some scenes caught by 'candid camera'.



"Libby" chats with Miss Helen Kovach, delegate from Fairport Harbor, Ohio. E. B. Palmer, executive secretary, NCTA, is in the center.



Raleigh delegate, Mrs. Minnie Howard, talks with Dr. Margaret Stevenson, executive secretary, NEA Department of Classroom Teachers.



Mrs. Edna C. Richards, executive secretary, NCACT at the punch bowl.



A member of the Florida Delegation presents a handsome bag to "Libby."

Move Toward Greater Professional Unity



"LIBBY" PINS NEW PRESIDENT—Left and right: Mrs. Elizabeth D. Koontz ("Libby"), outgoing President, NEA Department of Classroom Teachers, passes the President's Pin to Charles F. Deubel, incoming President, at the 23rd National Conference of CRT held at the University of South Florida, Tampa, Florida, July 3-15, 1966.

The challenge, presented to teachers attending the National Conference of the NEA Department of Classroom Teachers at the University of South Florida, Tampa, July 3-15, was to move toward greater professional unity and status during the year ahead.

"Professional Unity — Our Commitment," is the theme announced by DCT President Charles F. Deubel, who urged teachers to: "Exert more effort to establish better teacher-administrator relationships; seek opportunities to make their voices heard in policy and decision-making in their schools; support classroom teachers seeking offices in professional organizations and encourage all classroom teachers to take more active part in professional activities; create a more cohesive atmosphere among local, state and national teacher organizations by working together and making an honest effort to understand each other."

Classroom teachers goals for 1966-67 as outlined by Deubel included the reinforcement of traditional bonds among local, state, and national organizations; the building of a spirit of oneness among the various parts of our profession; independence coupled with interdependence; and, greater strength through the utilization of the resources of all members.

NEA President Irvamae Applegate addressed the conference, and stated that teachers must keep the individual uppermost in mind while operating in a mass society. In the use of knowledge, morality and responsibility must be used, she said. She expressed concern over the educational decisions which are being made by people outside the profession, and urged teachers to use their knowledge and experience as

they move to the forefront and take leadership in participating in decision-making for education. Dr. Applegate urged that any differences between classroom teachers and administrators be resolved and that all members of the profession work together in unity for the education and benefit of children.

Cecil J. Hannan, newly appointed NEA assistant executive secretary for professional development and welfare, encouraged teachers to meet changes with unity. He said, "The strength of the pack is in the wolf. The strength of the rope is in the strand. The strength of the organization is in its individual members. The strength of a cause is those who espouse it. Only by working together can we achieve maximum effectiveness." Dr. Hannan also stated that the world recognizes education as the key to the door of hope for mankind in this age of uncertainty. He urged classroom teachers to turn that key as they are prime factors in the educational process. "What teachers do together in unity," he said, "will make the difference in the endless tomorrows."

Margaret Stevenson, executive secretary of the NEA Department of Classroom Teachers, referred to teachers as "the cutting edge of the profession." Addressing the assembly, she urged the development of positive, courageous, and dedicated leadership. She made a plea for trust, faith, and support from the followers.

"Toward a Relevant Education for the Space Age," was the subject of the address made by J. A. Battle, dean of the College of Education, University of South Florida. Battle stated that Sputnik caused

more social pressures upon the American school children than has been placed on any previous generation of children in the nation's history. If American children of the Space Age are to live more wholesome, and happier lives, those who are leaders in American education must begin now to act on a basis of the belief that the time has come when they must try to do for American Education what seldom has been intelligently tried since the beginning of the Space Age — that is, to take Robert Frost's advice not to harden up or speed up education but tone it up. Instead of only handing out more knowledge, he observed, it is the task of teachers to help the young integrate knowledge with values, thought, and behavior. "Only when there is such an integration will education be made relevant to life," he declared.

The clinics on professional associations stressed the need for better communication within the profession. They also pointed up the need for teachers to assume responsibility and to make their voices heard when it comes to decisions involving any phase of education.

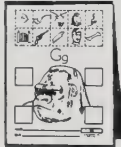
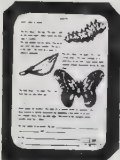
T. M. Stinnett, retiring assistant executive secretary for professional development and welfare, NEA, by a telephonic transmission, addressed the teachers, DCT-NEA staff, and college participants. He noted that the idealism of a new breed of teachers will bring a wonderful new world of teaching. The topic of his address was "All This and Tomorrow Too." "Fear must be driven from the public schools," he declared. The DCT must be the torchbearer for the changes that must take place.

Participants from North Carolina included, Mrs. Doro-

thy Jackson, NCACT President of Wilmington; Mrs. Gladys W. Bailey, Mt. Airy; Mrs. Elizabeth A. Edwards, Silver City; Mrs. Bessie N. Fowlkes, Leaksville; Clyde E. Fowlkes, Leaksville; Tiny E. Hammond, Trenton; Mrs. Mary High, Boone; Mrs. Martha H. Johnson, Durham; Mrs. Geneva D. Jones, Fair Bluff; Mrs. Ruth B. Jones, Rocky Mount; Mrs. Elizabeth D. Koontz, Salisbury; Mrs. Elizabeth K. Mallard, Wallace; Mrs. Vera McKay, Durham; Miss Maxine L. Ormond, Salisbury; Mrs. Edna C. Richards, Raleigh; Mrs. Ernestine F. Starnes, Raleigh; and Mrs. Evelyn S. Tyler, Greensboro.

SELECT FROM 2000 TESTED
ELEMENTARY LESSON
MATERIALS
available 4 ways

JENN
NOWASTE® SPIRITMASTERS
with carbons attached
sold individually . . . just **11c** each
. . . or printed
NOWASTE® WORKFORMS
individual worksheets
. . . or
GIANT STEPS complete
sets of workbooks
and now **NEW!**
FRAMED
TRANSPARENCIES
for overhead projectors
ELIGIBLE under NDEA & ESEA

— SEND FOR FREE CATALOGS —

JENN NOWASTE® TEACHER-AIDS
JENN PUBLICATIONS
815-825 E. MARKET ST.—LOUISVILLE, KY. 40206
PLEASE SEND FREE JENN CATALOGS FOR
ELEMENTARY GRADES.
Print or Type

NAME _____
SCHOOL _____
SCHOOL ADDRESS _____
CITY _____ STATE _____ ZIP _____

A First Timer's Report

Reported by Maxine L. Ormond

As a First-Timer to the Classroom Teachers National Conference, my impression is one of delight at having had such a wonderful opportunity for personal and professional growth. It is an experience that has its effects upon an individual far beyond words.

To attend a conference held at the uniquely architected, air-conditioned University of South Florida, Tampa, Florida, was significant in itself; as this university is only 6 years old and already serves approximately 9,000 students.

The purpose of the Classroom Teachers National Conference was to discuss mutual problems to improve classroom procedures; to discuss, formulate, and carry into effect the policies and programs of the Department; to promote greater interest in professional organizational work; and to strengthen the ties between the NEA Department and the state departments of the Classroom Teachers, the local associations and the individual members.

The theme of the conference was "Opportunity for Responsibility — Organizing for innovation."

In the relaxed, informal atmosphere of the conference, participants had an opportunity to become acquainted with leading personalities in American education, and to exchange professional ideas and experiences with other classroom teachers from all parts of the nation. This helped participants understand some of the changes that are occurring on the educational scene and the implications for teachers.

The two-week conference followed a lecture-discussion pattern consisting of morning and evening general sessions and small afternoon work groups. The program divided itself naturally into two major categories, one which focused on the classroom teacher as a member of the school faculty, and the other as a member of a professional association.

Involvement, innovation, and exploration were practiced as well as advocated. Clinics and work sessions zeroed in on the classroom teacher in decision making as a member of the professional association.

Participants in the workshops on organizing for innovation were involved in a variety of experiences designed to stimulate exploration in depth of new ways of organizing schools for more effective utilization of the professional talents of classroom teachers, and more effective implementation of teaching techniques which utilize current understanding of the learning process.

Participants in the Professional Association Clinics focused attention on techniques for building and maintaining strong association programs. Discussions included an exploration of professional problems and issues as well as the identification of technique for solving specific problems and resolving specific issues at both local and state levels. Some of the problems discussed that seem common all over the nation concern: tenure, professional practices, professional negotiation laws, statewide sick leave, maternal, military leave; retirement, minimum salary law for all teachers, tax sheltered annuities, and written personnel policies provided for all teachers by every individual school district.

In connection with many of our other problems, we heard addresses ranging from "Exploring the Ocean Depths", to "Relevant Education for the Space Age". Some of the other topics included: Individual Commitment, "Building the Legal Bridge for Professional self-determination, The Profession's Cutting Edge, Professional Unity — Our Commitment, Exploring Educational Media, The Creative Classroom, and Teaching to Meet the Challenge of the Space Age. Many educational films were also shown.

A well-rounded recreational program was woven into the conference schedule. We were fortunate to take tours to Busch Gardens, which is a tropical wonderland built by Anheuser Busch and contains hundreds of birds, wild animals and over 150,000 shrubs and tropical plants. We also saw how Busch Beer is made.

There were optional trips taken in charter buses to St. Augustine, the nation's oldest city; to Tarpon Springs; and Weeki Wachi Springs, which was an underwater show for live mer-

maids; Yabor City, Tampa's Latin Quarters; and Cypress Gardens. Conferees were also given the opportunity to attend a concert of Bach in D Minor and two stage productions, "Earnest in Love" and "Boyfriend". To top all this, conferees enjoyed a tour of the campus facilities and resources, a Florida Luau, a banquet, and an all-day trip to the Kennedy Space Center and Cape Kennedy.

After two wonderful weeks of listening to addresses, workshops, touring, suntanning, coffee breaks, general sessions, swimming, group singing, and over-eating, approximately 325 delightfully tired persons from all over the United

States were ready to go home. The only big obstacle for most however, was the Airline Strike — but I imagine most managed to get home somehow.

The acquaintances made and the experiences gained were tremendous. I am sure that if you would like to spend two worth-while weeks during the summer, one of the best ways would be to attend the Classroom Teachers National Conference next year in Minnesota.

At our final General Session our president, Charles F. Deubel posed this question, and I leave it with you, "Where Do We Go From Here?"

Teachers Honored By Stanly County Unit

The Stanly County Unit climaxed its year's program by honoring teachers for notable contributions to youth through school, church and community activities. An Awards Banquet was held in the West Badin School Cafeteria on May 6. The speaker for the occasion was NCTA's Executive Secretary, E. B. Palmer. Palmer challenged the teachers to maintain their professional affiliations and continue to support the causes of NCTA.

Awards were presented in three categories: *Professional Service*, *Teacher of the Year*, and *Honor Awards*.

The recipient of the Professional Service Award was Mrs. Bernice T. Graham, a home economics teacher at the West Badin School. Mrs. Graham was cited for having displayed growth and service to the professional organizations in which she is affiliated.

The *Teacher of the Year* Award was presented to Mrs. Joyce B. McMehan, who had shown proficiency in teaching and classroom management, and who had taken advantage of in-service training opportunities.

Eight Honor Awards were presented to teachers who had brought honor and recognition to their schools and communi-

ties through extra curricular civic and religious activities. The recipients are, Mrs. A. H. Taylor, primary teacher, West Badin School; Mrs. L. H. Williams, primary teacher, Kingville School; Mrs. P. B. Hinnant, primary and music teacher, West Badin School; Mrs. Maude Asbury, elementary teacher, South Oakboro School; Miss E. H. Little, elementary teacher, West Badin School; Mrs. Bernice T. Graham, home economics teacher, West Badin School; Miss Mary Harrison, special education teacher, West Badin School; Mr. J. B. Davis, elementary teacher and coach, West Badin School.

Two certificates were presented to South Oakboro School

and Lakeview school for having 100 per cent membership payment of all dues.

The Leadership Award was presented to Mr. G. L. Hines, president of the Stanly County Unit, in appreciation for his guidance, and leadership in the activities of the unit over the past two years.

Other highlights of the program included musical selections by an octet composed of members of the Stanly Unit; dramatic soprano solos by Mrs. Clara Milton Cross, a teacher at Kingville School, accompanied by Mr. A. J. Sanders.

The speaker for the evening was introduced by Mr. B. K. Williams, following the banquet.



STANLEY COUNTY UNIT - BANQUET SCENE—Left to right: Mr. and Mrs. G. L. Hines, Mr. E. B. Palmer (speaker for the occasion); Mr. and Mrs. Baxter Williams, and Mrs. Clara M. Cross.

Persons with backs to camera are Mrs. R. J. Kelly and Mr. Albert Sanders.

NCTEPS Non-Conference 1966-67

The National Commission on Teacher Education and Professional Standards has designated 1966-67 as *The Year of the Non-Conference* — Emphasis: *The Teacher and His Staff*. Recognizing that the job of the teacher has become unmanageable, TEPS is sponsoring a series of well-defined activities designed to focus attention on the problem of "The Teacher and His Staff." Major emphasis will be on: 1. *The Use of Auxiliary Personnel*. The use of teacher aides, community aides, student assistants, volunteers, and other auxiliaries will be analyzed. 2. *The Role of Specialists*. The allocation of responsibilities and development of effective working relationships among teachers with different specialized skills and between teachers and other specialists, such as school administrators, librarians, nurses, physicians, and social workers, will be investigated. 3. *The Environment for Staff Development*. The conditions and opportunities needed for continuing professional development of schools staffs will be explored. Participants in The Year of the Non-Conference will be asked to think big, to think imaginatively, and where possible to activate programs for resolving the problems specifically related to the topics emphasized during the year. The effort is to do more than "talk" about the problems.

Instead of holding the traditional biennial national conference in June 1967, which would involve about twelve hundred people and produce an enormous volume of talk and another conference report, TEPS is sponsoring The Year of the Non-Conference which will involve tens of thousands of people and encourage con-

structive action. Changing the job of the teacher and conditions in school must engage the interest and demand the action of educators and non-educators alike. Nationwide emphasis on the problem can provide impetus, ideas, and visibility to the need for and direction of change. The combination at the local, state, and national levels is unprecedented.

Participants. Participation in

The Year of the Non-Conference, 1966-67, is by invitation. Some one hundred learned societies and professional organizations have been invited to suggest participants.

Registration. It is necessary for each participant to register for The Year of the Non-Conference. For further information write to NCTEPS, 1201 16th Street, N. W., Washington, D. C. 20036.

The Stamp of a Good Citizen



Example can show a youngster what a good citizen is; description can tell him. But he learns best by *doing*.

This is why so many eminent educators lend their enthusiastic support to the Treasury's School Savings Program for United States Savings Stamps and Bonds. Every aspect of School Savings demonstrates something of value about good citizenship. Young people practice the habit of thrift. In learning about money and its management, they come to understand the necessity to look beyond today, to prepare thoughtfully for the future. They discover the citizen's responsibility to himself.

They learn, too, about a good citizen's responsibility to his Nation. Boys and girls who buy Savings Stamps are helping to protect the future that will one day be theirs by actively supporting our country's programs. Their dimes and quarters — like the dollars their parents put into Savings Bonds — are backing our men in Vietnam and working to build a stable economy here at home.

Let the Treasury's School Savings Program help your students help America and themselves. For information about the Program, write to the Treasury Department, United States Savings Bonds Division, Washington, D.C. 20226.

Every American Should Own
U.S. Savings Stamps and Bonds



The U. S. Government does not pay for this advertisement. It is presented as a public service in cooperation with the Treasury Department and The Advertising Council.

Honors and Appointments

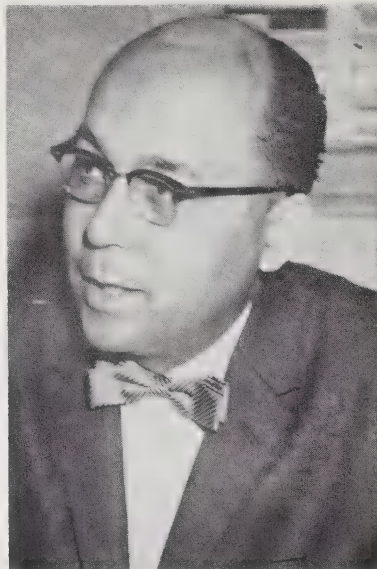
Highland Principal Recipient of Many Honors

Thebaud Jeffers, principal of Highland Junior-Senior High School, Gastonia, since 1940 has won a number of honors as a result of his efficiency and devotion to his school and profession as well as his many services to the community.

His latest honor was "Personality of the Week" by the Gastonia Gazette in the June 12, 1966 edition of the daily paper. The editorial in this paper stated that "Thebaud Jeffers, one of the city's vigorous workers and participators in almost every community endeavor has been recognized on both the local and state level for his efforts. His services to the city include the post of City Councilman, Secretary of the Mayor's Human Relations Committee, Secretary of the Community Hospital Board of Directors, District Deputy of Prince Hall Masonic Lodge and many other key posts. He is a ruling elder in the Third Street Presbyterian Church.

"After 26 years as principal of Highland High School, Jeffers is principal of a junior high school this school year. But far from being discouraged, Jeffers finds it "exciting" to live in today's world and to participate in changes taking place in the world.

"A soft-spoken genteel and friendly man, he would have been a leader whatever the color of his skin. He is a man looked up to and respected by both races, and for these reasons, he is unanimously our



Piedmont Personality of the Week." (By Del Lazenby, Gazette Staff Writer).

Another honor for Jeffers, who was first of his race for this recognition was the Community Service Award, presented annually to an outstanding citizen by the Gastonia Junior Woman's Club.

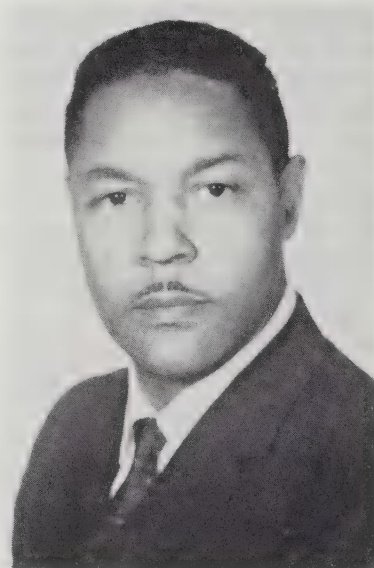
He was also honored by the PTA, along with nine members of the Highland High faculty recently who served as many as 20 years. In August he was elected President of the Interracial Head Start Parent-teacher Council of Grier School.

He has served on a number of commissions and has headed important committees. He was appointed by the North Carolina Teachers Association to organize the Credit Union at Raleigh of which he is president. He is a life member of the NEA and PTA Congress.

For volunteer services to the Boy Scout program he won the Silver Beaver Award. In 1957 he was elected Omega Man of the Year by his fraternity.

English Supervisor

Mr. C. C. Lipscomb of Raleigh was recently appointed to the position of Supervisor of English for the North Carolina Department of Public Instruction, Raleigh. Prior to joining the State Department, Lipscomb was a member of the Ligon High School faculty. He was chairman of the Department of English and director of drama.



He is currently serving as Executive Secretary of the North Carolina High School Drama Association and Chairman of the Section of English Teachers of the North Carolina Teachers Association; a member of the North Carolina English Teachers Association, The National Council of Teachers of English and the National Education Association.

Lipscomb received his education in the schools of North Carolina and Maryland. He received his undergraduate training at Morgan State College of Baltimore, Maryland, and Johnson C. Smith University of Charlotte from which he was graduated. After pursuing further study at Boston University and the Pennsylvania State University, he took his Masters degree at the latter institution.

A veteran of World War II, Lipscomb was associated with the Army Information and Education Staff School (AIESS) which taught military personnel the skills of communication while stationed in the European Theater of Operations.

Lipscomb has taught at Johnson C. Smith University, Shaw University (special), Saint Augustine's College (special), State Department of Public Instruction (In-service education.)

Appointed Assistant State Supervisor

Mr. Bruce Hargroves, District President of the Southeastern District of the North



Carolina Teachers Association has joined the staff of the Division of Vocational Education, State Department of Public In-

struction, Raleigh, as assistant State supervisor on a full-time basis as of July 1, 1966.

Mr. Hargroves is a former Vocational Agriculture and I.V. teacher.

He received the B. S. and M. A. degrees from A & T College in 1941 and 1954 respectively.

Congratulations, and all good wishes from the NCTA Staff to Mr. Hargroves and his family.

SUGGESTIONS
we hope prove helpful

Rhythm Band Instruments

Easy how-to by Rosalyn D. Wallace
in Virginia Journal of Education
to establish or augment your own rhythm band



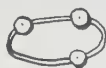
Drum—rather big, clean, empty drum (had from garage). Top is piece of old inner tube secured with baling wire.



Drum—muslin laced over ends of coffee can. Shellack muslin ends 3 times.



Tom-Tom—tympani drum head, softened in water and laced with twine over the ends of coffee can. Let dry, then shellack lacings.



Tambourine—drum head held in embroidery hoops. 6 bottle caps, flattened and attached to rim by 3 tacks.



Cymbals—tops of 2 coffee cans. Hammer edges flat. Bolt on spools for handles.



Plate Shaker—2 paper plates laced together with dried corn in between.



Cup Shaker—paper cup with dried corn in it.



Cappel—bottle caps with holes punched, strung on a wire hanger. Twist wire together; caps move easily back and forth.



Bells—3 bells sewed on circlet of ribbon.



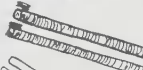
Clothespin Whackers—2 bottle caps, one flattened, one regular, tacked to clothes pin.



Toothpowder Shaker—red painted toothpowder can, filled with dried corn.



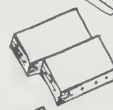
Maracas—2 old light bulbs covered with thin strips of paper towel. Paste on 5 layers; allow to dry. Then break bulbs by hitting on cement. Broken glass makes rattle.



Jingle Sticks—2 dowels 12" long. 2 flattened bottle caps tacked on end of each.



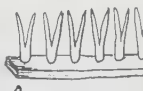
Rhythm Sticks—2 dowels 12" long, painted red.



Sand Blocks—2 blocks of wood 3"x3"x1/2". Sandpaper thumbtacked along the thin edge.



Wood Blocks—2 blocks of wood 3"x3"x1/2"



Picket Fence—flat board with 8 clothespins nailed on upside down. Dowel used to play up and down "fence."



Triangles—6" nail, hung from string. 3" nail used as striker. Other triangle made of bent metal piece.

Used by permission
Ginn and Company.

Tastes so good! Costs so little!



The ideal treat for busy people is Wrigley's Spearmint Gum. The delicious lively flavor gives you a little lift. The good, satisfying chewing relieves tension.

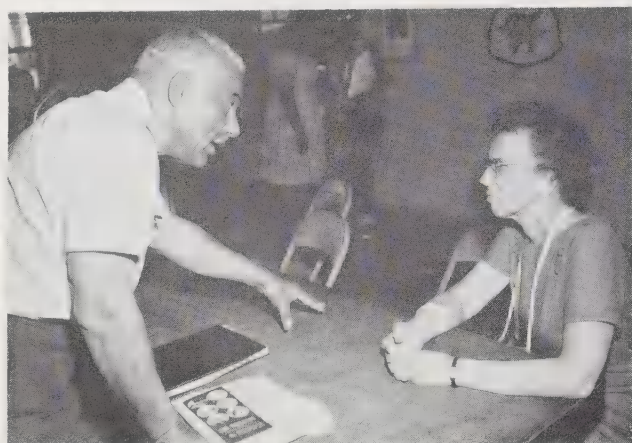
Scenes from the 13th Annual Leadership Conference — NCTA - NEA

August 11, 12, 13, 1966

Hammocks Beach, Swansboro, N. C.

Theme: "Individual Commitment to Professional Excellence"

(Refer to your September 1966 Newsletter for a more detailed report)



Daniel Byrd, representative, NAACP Legal Defense and Education Fund and Dr. Margaret Stevenson, executive secretary, NEA Department of Classroom Teachers, keynoters, exchange views on the role of the classroom teacher today.



Standing: John L. Carlson, associate director, Urban Service Division, NEA. Seated: E. B. Palmer, executive secretary, NCTA and Donald Conrad, associate secretary for professional ethics, NEA. Topic being discussed "Professional Negotiations."



Group Discussions



Valuable Teaching Aids distributed



Some of the leaders and members of NCTA and NEA who attended the 13th Annual Leadership Conference at Hammocks Beach, August 11, 12, 13.

Important — NCTA Members

By W. R. Collins

Out of the interest that I have shared with the NCTA program since 1922, and my concern over the problems of Merger, I direct this message to you as a former NCTA Board member, past president NCTA principals section, past chairman NCTA Executive Committee, past chairman NCTA Board of Directors, past NCTA president, active retired NCTA member, currently a member of the NCTA Liaison Committee, and active NEA Life member. The problems of Merger represents the most perplexing in NCTA history.

The problem that we face now is not merger, but it is the insistence exerted by some NCEA leaders and members to invite NCTA members who have been employed in previously all-white school positions to join the NCEA before a joint merger plan has been approved by the two organizations. This, we feel, is most unfortunate because NCEA leadership and members have been repeatedly informed that the NCTA is determined to hold its members until a plan of merger would permit action from the state level down to the locals, and not a plan that would destroy us from the locals to the state level.

This reaction does not interfere with the NCTA and NCEA members meeting on the local, district or state level in workshops and other educational activities. Certainly this action is rightfully encouraged; but the objection here is that a NCTA member in this new teaching position, should be prompted to desert his own or-

ganization, the NCTA on any level, until the joint approved plan is available.

As I see it, under such circumstances, you should not feel any obligation to join the NCEA because you are now a member of a desegregated faculty. Therefore, I urge you not to cheapen the NCTA position by being picked off before accepted merger plans are approved by the respective organizations, as the present procedure, in my estimation, can be designed for only one purpose, to weaken the bargaining position of NCTA and strengthen the apparent infiltration before the plan of merger is properly approved.

I feel that the NCTA has been wise in working cooperatively with NCEA in preparing guidelines for a plan of merger to be approved by the two organizations. The authority to assist in formulating a joint plan of merger was given to the NCTA Liaison Committee during the past two NCTA Conventions. Only the Delegated Assembly would have the authority to legally approve such a jointly developed plan for NCTA.

To desert your organization in this way shows bad faith and gives little significance to the achievements of your parent body through the years. You simply cannot afford to leave the ship, when you can sink it by leaving. *Stay with it and keep it upright.* By staying with the ship, I am more convinced that what we desire in merger will reasonably be achieved. Desert the ship and you will greatly condition the possibility of losing everything.

Toward The Future



S. E. Duncan

As I officially leave the presidency of the North Carolina Teachers Association, where I have served for the past two years, I do so remembering what you have done as an organization, as individuals to improve yourselves and to ward off some attacks that might have been detrimental to you and the profession. In all of this we have remembered the children of today and tomorrow, the great need for improved instruction and continuous process of integration. Our strenuous efforts for an honorable merger instead of piece meal integration of our two state associations, has been well interpreted throughout the profession and beyond with desirable results. Our insistence upon the retention of Negro teachers and administrators in the integration of schools has had a limited effect and helped prevent a greater crisis than that in which we find ourselves today with reference to teacher supply and demand.

Our past association with and support of the Legal and Educational Defense Fund, NAACP, NEA and NCEA and other organizations have borne much fruit during a period when we needed it most. In the days ahead, we must continue to cooperate with these organizations where their purposes blend with our own.

As I have repeated on many occasions, the spectre of teacher dismissals which resulted from the desegregation of schools will be greatly diminished for many reasons and we must increasingly devote our attention now to the retention

of positions, improvement of qualifications and the upgrading of Negro professionals in their administrative units according to their training, educational achievement and ability. Such will best serve the interest of the profession. Otherwise, the state and other states of the South will literally scrape the bottom of the barrel in their attempt to find teachers for the classrooms. Many factors complicate our present situation including: (1) the growing competition between education, industry, business and government for highly qualified personnel (2) the scare raised in some sections to prevent Negro teachers from securing positions in their own communities where integration is to be effected, (3) policy changes in those communities which utilize the services of Negro teachers but with a salary differential below that of white teachers solely on the basis of scores made on the National Teachers Examination, (4) the great loss of teachers to Southern States that once supplied North Carolina with many teachers because of higher salaries and a growing consideration of factors for certification other than scores made on the National Teachers Examination. (5) A reduction in the percentage of some college populations of those who choose teaching as a profession mostly because of rising teaching education standards. (6) The increase in the number of community colleges and technical institutes and their demand for teachers. (7) The ever-widening circle of opportunities for employment in both domestic and foreign programs for

college graduates. (8) The new governmental program Head Start Teacher Corps. (9) The resignation and retirement of a number of teachers because of their unwillingness to teach integrated classes. (10) The recruitment of public school teachers by colleges and universities. (11) The entrance of teachers and prospective teachers into the armed services.

From the above, it would seem that the gradual integration of Negro students into white schools in some units might include the distribution of a number of students among classes without the need for the employment of the Negro teacher. Instead, some might be lost to the predominantly Negro school in the transfer. However, with the present shortage of teaching personnel a reality and the possibility of mass entrance of Negro students into the predominantly white schools in the immediate future, there will be need for a larger number of qualified teachers of both races than will be available in the State facing integration realistically. Obviously, now is the time for increasing contacts, improving qualifications and human relationships as we all are cognizant of the related needs. We all realize that there are adjustment problems to be faced as integration is upon us. We must rise to meet the demands whatever they are. It might entail additional education, an evaluation of self and your qualifications, or a fight for a position for which you are qualified. But, whatever the demand, it must be met with personal concern and the support of a united profession.

Let us not forget, or diminish the value of the many forces, organizations, individuals who have cooperated with and supported our objectives as we moved toward the goal of merger of two state associations. They have been both instrumental and beneficial. Not one of us will doubt the fact that NCTA like NEA has been concerned with the problems of all the children of all the people. To fulfill a part of our obligation we must support Hammocks Beach for what it can mean to our program as a symbol of strength, faith and unity for many years to come. Irrespective of the obstacles presented, we must find the financial strength to improve the situation which has a potential for meaning so much to so many people. Likewise, the credit union deserves our support individually and members of as an organization. Even with minimum support, it can become a tremendous advantage to the Negro teachers in North Carolina as an economic stabilizer in normal times and in a period of crisis.

As pointed out in the Newsletter, it is fortunate that the Association planned financially for these crucial days. The protection of teachers

became a part of our program. Salaries were raised, the cost of insurance, materials, supplies, travel and the maintenance of headquarters have risen. We have negotiated merger, sponsored a national president of DCT and improved our over-all program. Your leadership has attempted to sense your wishes.

The emphasis on Negro leadership must be sustained. It is our firm belief that NCTA has been one of the most productive organizations in the development of Negro leadership for almost a century. Obviously, teachers, principals, supervisors and college personnel have been the van guard in the performance of this major task. Realizing that the objectives of integration are in the distant future with regard to their total realization, Negro leadership must still be developed and be of a kind that will aid us in the protection of rights already gained as well as those still sought. We cannot expect the white institutions of higher learning to become particularly interested in the development of curricular aimed at this special need. It is here that the predominantly Negro college, the predominantly Negro Church and organizations must continue to accept this responsibility.

In all of this and much more Negro teachers must be involved as individuals and members of organizations in the future as many work in the desegregated situation by day and return to their segregated communities at night. We must not overlook the continuity of the process of integration, but, note the decrease in the number of opportunities for leadership experience, free expression, the potential note of the majority as minority and majority compete for the same positions, and the hidden statistic which precludes racial identification and conditions.

Finally, I herein express my appreciation for the support and cooperation which have been given this administration by the new president, other officials, professional staff and members of the North Carolina Teachers Association. The Executive Secretary and the Board of Directors of NCTA and Executive Secretary of the Classroom Teachers Association have been especially diligent and concerned about the business and other matters of the association. Those who remained in office and those who come new to positions have the interest and ability to provide the leadership necessary for its continued progress. Indeed, they have already demonstrated such. To them and the membership I pledge my tangible cooperation for the further expansion of the contribution that NCTA has made to education in North Carolina and the Nation.

S. E. Duncan

—Motions Carried—

By the constitutional revisions enacted by the 1962 Delegate Assembly of the North Carolina Teachers Association (Article IV, section 8), printed below are "all motions and common consent enactments made and carried by the Board of Directors during the past year."

September 11, 1965

—That the Executive Secretary's salary be raised from the ten thousand (\$10,000) to eleven thousand dollars (\$11,000) which was budgeted last year.

—That we retain our present Executive Secretary for another regular term of office (five years).

—That the Executive Secretary would take the lead in the legal cases of NCTA with Attorney Todd's assistance. Attorney Todd would be involved more in each case.

—That NCTA will participate in the Durham case.

—That the minutes of May 19, 1965 be adopted.

—It was the common consensus that the board act rapidly in the purchase of the staff car.

—That the motion for an honorarium for Mr. C. J. Barber be taken off of the table. That Mr. Barber be given an honorarium of fifty dollars (\$50) for serving as Chairman of the NCTA Convention Planning Committee.

—That the treasurer's report be received for information.

—That we endorse the project of the Hammocks Beach Board and that each teacher be requested to pay twenty-eight dollars (\$28) toward the construction project.

—It was the consensus of opinion that family units would be one of the first projects.

—That we donate fifteen hundred dollars (\$1,500) to the Credit Union.

—That Mrs. Richard's reports be accepted with commendations.

—That we accept the twelve hundred dollars (\$1,200) from the NEA and that we match the funds with fourteen hundred dollars (\$1,400).

—That the proper authority pay the expense for the wiring of the cafe on the first floor of the NCTA building. (The Board had committed itself to pay one hundred dollars (\$100)).

—It was the common consent of the group that expense accounts submitted by the board be turned in by August 15, of each year.

—That a special committee be appointed to take a look at the membership affiliation of the NCTA. The following persons were appointed: Dr. N. H. Harris, chairman; Messrs. James A. Clark and J. H. Lucas.

—That the matter of insurance be referred to the Executive Committee.

—That we continue our participation in the Willa Johnson case.

—It was agreed that the Executive Committee would have the consultation of Mr. Palmer and Attorney Todd in their decisions on other cases.

—That we endorse the Million Dollar Fund.

—It was the common consent of the group that Mrs. Margaret Wilson would replace Mrs. Juanita Corbin and that Mr. T. V. Foster, Jr. would replace Mis Edna S. Smallwood on the Personnel Committee, since Mrs. Smallwood and Mrs. Corbin's terms of office have expired.

—That the request from the PR and R Committee for Five dollars (\$5) per member for legal defense of teachers within the state be tabled.

December 4, 1965

—That we dispense with the reading of the minutes.

—After two additional items of business were added to the agenda, it was the common consent of the members that we accept the agenda for the day.

—That Mrs. Juanita M. Corbin's letter, expressing her appreciation for having had the opportunity to serve on the NCTA Board of Directors, and words of praise for Mrs. Margaret Wilson, her successor at NCACT President, be accepted.

—That the Budget and Finance Committee reports be received for study.

—That the auditor's report from Mr. Nathan T. Garrett be received and the details mentioned in his report be worked out in the NCTA Headquarters office.

—That membership fee for Associate Members be referred to the Constitution Committee for study.

—It was the common consent of the group that the adoption of the membership report become effective immediately. It was estimated that the Executive Secretary will invite approximately four thousand people to join the NCTA.

—It was the common consent of the group that Mrs. Edna Richards, executive secretary, NCACT, and Mr. Palmer, will use their best judgment in getting across the major issues on merger to teachers and principals in Charlotte.

—That we begin our NCTA Convention at 12.00 noon on Thursday, March 31, 1966.

—That we receive the report by the Nominations Committee.

—It was the consensus of opinion that we need two good candidates to run for each office. It was agreed that others would help the candidates and that the board should remain neutral.

—That the resolution on the Hammocks, read by Mr. W. R. Collins, to the Board Members be received and adopted.

—That the Executive Committee select nominees for the various national committees and commissions.

—That the matter of "Home Rule" for Washington, D. C., be tabled for further study.

—That Mr. J. H. Lucas and Mr. E. B. Palmer become official nominees to the World Conference of the Teaching Profession, representing the North Carolina Teachers Association.

—Mr. Palmer complimented Mrs. Thelma Keck very highly for the excellent work she has done on the *Teachers Record*.

—That the brochure on higher education be accepted.

—That the report by Mrs. Richards be accepted.

—That a statement be sent to the four persons whose home were bombed in Charlotte.

—That a Recognition Committee be appointed to plan some type of recognition for Board members who are going out of office.

—That the next Board meeting be held on January 15, 1966.

—That we adjourn.

January 15, 1966

—It was the consensus of opinion that the Board members receive the agenda prior to meetings.

—That we dispense with the reading of the minutes.

—That the treasurer's report made by Dr. Harris be received.

—That the budget report be adopted.

—It was recommended that the Executive Secretary be given the power to take the necessary steps to provide adequate janitorial services.

—That priority be given to the roof and re-wiring of the NCTA.

—That we raise the insurance on the building to its maximum.

—That we allocate the amount of money for repairing the roof and for the wiring.

—It was the common consent of the members that the treasurer be bonded for twenty-five thousand dollars (\$25,000).

—That we adopt the report of the Personnel Committee with the exception of salary scale.

—That contracts be drawn up for NCTA personnel in light of guidelines.

—That the Recognition Committee be granted three hundred fifty dollars (\$350) for operation.

—That we endorse the recommendations of the Hammocks Board which are: 1. That we endorse the building of a memorial to Dr. Sharpe and cottages as the first phase of the construction project at the Hammocks. 2. That all Board members be encouraged to pay one hundred dollars (\$100) on the expansion program.

—That we go on record as favoring Home Rule for Washington, D. C.

—That information on the PR & R Commission be disseminated.

—It was the consensus of opinion that the chairman of both groups be called and see if one can change the date.

—That Mr. Palmer appear before the PR & R Commission requesting financial assistance up to five thousand dollars (\$5,000) for pending cases.

—It was the consensus of opinion that we could give our opinion toward teacher dismissals which would reflect the wishes of the teachers of North Carolina.

—It was the common consent of the members that the following persons constitute the committee: Mr. E. B. Palmer, chairman; Attorney Curtiss Todd, Dr. S. E. Duncan.

—That we adjourn.

March 11, 1966

—That the tentative 1967 legislative program of the United Forces of Education be approved.

March 19, 1966

—That the minutes of the previous meetings be approved with the necessary corrections.

—That the treasurer's report be accepted for information.

—That the Board adopt the recommendation by the Hammocks Beach Board (to request the delegate assembly of the 85th Annual Convention to assume the financial responsibility of the first phase of the development of the Hammocks Beach through assessments, grants, voluntary contributions, in addition to the twenty eight dollar (\$28) plan, and through other desirable means. The first phase will include: 20 cottages, Memorial Chapel, swimming pool, playground area, roadways, marina.

—That we adopt the recommendation by the Hammocks Beach Board.

—That we proceed with the re-wiring and the renovation of the NCTA building.

—That the Lumberton High School mixed chorus provide music prior to the General Session Friday night of the NCTA Convention.

—That we have a President's reception after the General Session Friday night.

—That we adopt the program submitted for the Leadership Conference.

—That the resolution on the National Teachers examination, as the main criterion for teachers certification, be deleted.

—That Dr. S. E. Duncan, Mr. E. B. Palmer, and Mr. J. H. Lucas would review the resolution on plans for merger and integration for modification.

—That the resolutions be adopted as amended.

—That the report by the Delegate Orientation Committee be adopted.

—That we give each delegate to the PR & R Convention three hundred and fifty-two dollars (\$352).

—That we follow the fiscal policy in connection with Mr. F. J. Corbett's request for additional funds for expenses incurred on the day of the Administrators and Supervisors Conference in Greensboro, December 9-10, 1965.

—It was the consensus of opinion that Mrs. Thelma M. Keck should be listed as Managing Editor of the N. C. Teachers Record.

—It was the common consent of the group that Mr. J. H. Lucas be re-elected as NEA Director.

—That we reconsider our previous action of the NCTA not helping to finance the expenses of Mr. J. H. Lucas and Mr. E. B. Palmer, to the WCOTP.

—That we give each delegate to the WCOTP five hundred dollars (\$500).

—That we adjourn.

May 20, 1966

—That the minutes be received and adopted.

—That the treasurer's report be received for information.

—It was the consensus of opinion that we secure three bids on wiring the NCTA Headquarters Building.

—That we assume the additional cost of re-wiring the restaurant and barber shop.

—That we accept the five proposals recommended by the Liaison Committee for merger and that we instruct our representatives to see to it that any formulation or plans of merger to be submitted to NEA, include the extent to which these principles have already been implemented, and point up other areas in which there is need for both associations to address themselves.

The five proposals recommended by the Liaison Committee for merging the two associations are: 1. That the NCEA and the NCTA agree to merge. 2. That appropriate committees be established to study the two associations and make recommendations for implementing the merger. 3. That periodic joint meetings of the Board of Directors be held. 4. That NCEA and NCTA cooperatively and jointly sponsor some state workshops, conferences, or conventions. 5. That the two associations work towards a final date of not later than September 1, 1969.

—It was the consensus of the group that 1968 will be a good compromise for final merger date of the two associations.

—That we accept the recommendation to buy an electric collator.

—It was the common consent of the group that we need to caution chairmen, of various departments and committees on spending.

—That all three persons in charge of the music section of the NCTA appear before the board to discuss their proposals.

—It was the consensus of opinion that Mrs. Tweedy be notified that Mrs. Bowe will work in her place until she is able to assume her duties as recording secretary.

—That we follow the usual procedure (in connection with Mr. Young's request for the sum of one hundred dollars (\$100) to pay for half of the expenses of the South Lumberton Junior-Senior High School Choral Group.)

—That the honorarium for panelists who served in the Librarians' Section during the NCTA Convention, be paid.

—That the reports by Mr. E. B. Palmer on travel schedules for April, May and June; membership reports at ten dollars (\$10) per member per association (NCTA-NEA; receipts 1965-1966), be received for information.

—That we pay Attorney Curtiss Todd's expenses to the NEA Convention at Miami Beach, Florida. (His fee will be the same as the delegates' fee).

—That we elect Mrs. Henrietta Hatton to serve as a delegate to the NEA Convention and that she be given three hundred fifty-two dollars (\$352). Mrs. Hatton will attend the PR & R conference also.

—That we send Mrs. Thelma M. Keck to the NEA Convention as a delegate.

—It was the common consent of the group that we pay mileage for trips made by Attorney Todd to attend Board meetings.

—That an air conditioner be purchased for Mr. Palmer's office.

—That we raise the insurance on the Headquarters building from thirty thousand dollars (\$30,000 to \$60,000).



UNITED to serve YOU

This special membership feature is appearing both in the NEA JOURNAL and in many state association publications. For reprints of the feature, write to the NEA.



Unified Membership

What does "unified membership" mean?

Where unified membership is the associations' official policy, you join local, state, and national education associations. Each association agrees not to enroll a member unless he joins the others. There are no *separate* enrollment drives. Members belong to one professional organization which operates at three levels—local, state, and national.

Why promote unified membership?

Just as you are a citizen of your community, state, and nation, so you are a citizen of your profession at these same levels. To ignore one is to weaken all; to join at all levels is to strengthen all. Unified membership formalizes this idea. The NEA and its state and local affiliates have been an exception to the general unified structure of nationwide organizations.

Is unified membership democratic?

Yes. To bring about unification, your local and state association must vote by its own constitutional procedures to adopt unified membership. When adopted, it still allows an individual to choose to join at all three levels or not to join his professional association at all. It does not force anyone to join.

Will unification mean a loss of membership income for your association?

No. The NEA Board of Directors approved the following policy statement in July 1965: "NEA will guarantee to maintain the state or local association's income from membership at the level of the year immediately preceding the unified membership agreement for a period of three years, *provided an agreement between the NEA and the state or local association has been reached regarding a program of unification.*"



The emblem reproduced in this feature has been officially adopted by the NEA Executive Committee to represent the forward thrust of a united profession in education.

The Time To Act Is NOW!



UNIFIED membership is no longer an experiment. In eight state associations and hundreds of local associations, unified membership has proved valuable, with demonstrated benefits and advantages to associations at all levels—local, state, and national. It is the prerequisite to unified effort in program and service.

The profession must abandon pick-and-choose membership policies. When the NEA has the unified membership of the great majority of the nation's teachers, it will have the strength it needs to provide ever-increasing services. Likewise, local and state associations with unified support can do their best work.

If your associations already have unified membership, point out its advantages to your friends in other associations who have not yet adopted the plan. If your associations do not have unified membership, begin discussing unified membership with your colleagues and urge them to join you in taking action.

The tasks before us are too great and the challenges are too imperative to permit the luxury of further theorizing. The time for philosophical discussion is past. The time to unite our strength through unified membership is here. The time to act is now!

Lwamae Applegate

NEA President, 1966-67

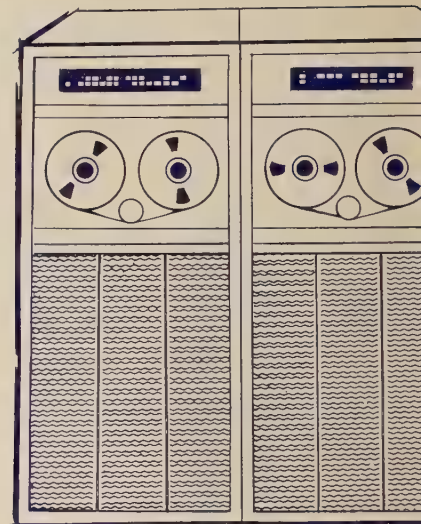


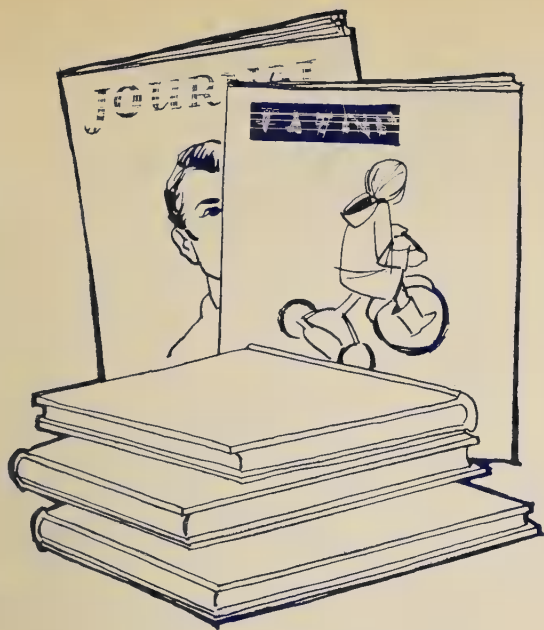
Unified Membership

Total commitment to the united profession—local, state, and national—provides the only dependable foundation for association service. In united effort and united support, professional associations work successfully to . . .



- Raise salaries
- Improve conditions of work
- Protect teachers' rights
- Give teachers a voice in policy development
- Adjust grievances
- Increase job security
- Improve teacher retirement plans
- Conduct research
- Raise and maintain professional standards
- Improve schools and curriculums





One Example of How the United Profession Moves Forward on All Three Levels

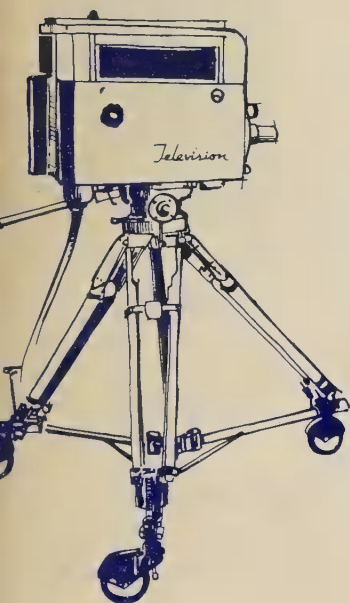
In salaries . . .

NEA provides national goals, research for national comparisons, annual salary schools, and national salary consultants, who work with locals (upon request) to improve salary programs, train personnel through state and regional workshops, and issue a salary newsletter to association leaders.

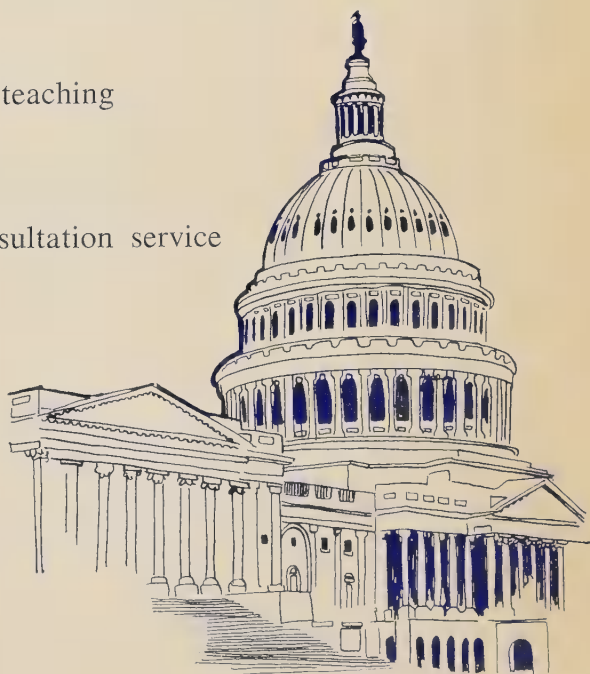
State Associations set state goals, work for salary increases through state legislation, and advise locals in their salary efforts.

Local Associations study local needs, set local goals, and work for increases, using national and state research, consultation, and support.

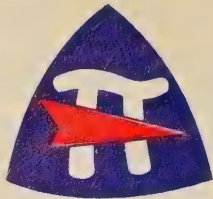
In most other areas of association work, the same type of three-level participation is essential. This example is given to illustrate the processes of cooperation without which no association can do its best work.



- Help members improve their teaching
- Provide information and consultation service
- Build sound public relations
- Obtain better school financing
- Secure needed legislation



. . . and make available such direct special services to members as those outlined on the next page . . .



New direct services now available to members of the united profession through NEA's Special Services Division:

NEA Accident Insurance.

Provides broad coverage for accidental death or dismemberment. Coverage may include you, your spouse, and your children for only \$19 a year. Coverage is up to \$75,000 on the member, up to \$10,000 on the spouse, up to \$5,000 on each child.

NEA Life Insurance.

Provides maximum coverage of \$21,500 life insurance and \$20,000 accidental death benefit on you, with lower coverage possible on your spouse and children. Limited coverage is now possible for teachers who were previously uninsurable. Semiannual premiums for members under 50 are \$40 for maximum coverage. New improvements are being developed periodically.

NEA Mutual Fund.

Offers growth possibilities for your investment dollar. You may invest \$25 or more as often as you wish. The sales charge is only 2 percent. For a free prospectus, write to Educators Fund Management Corporation, 1101 17th Street, N.W., Washington, D.C. 20036.

NEA Tax-Sheltered Annuity.

Offers in most states an opportunity for members to postpone income taxes while building up retirement funds. The plan offers you a sound investment at a low cost.

**To be eligible for the above special services, you must be a member
of the NEA and of the appropriate state association, if available.**

Your Local or State Association Can Now Take These Steps Toward Unified Membership

Analyze the present enrollment habits of members. What percent already hold three-way professional membership?

Arrange for widespread discussion of unification and promote the idea through association publications. Involve as many people as possible in the discussions.

Publicize NEA's guarantee against membership income losses by state or local associations that unify.

Contrast education's pick-and-choose enrollments with the unified membership practices of most organizations.

Compare the cost of unified membership in education with the unified dues paid by other professional groups.

Give visibility to those who are members of the unified profession by presenting them with decals, certificates, citations, and other recognition.

Adopt payroll deduction plans—or other plans for installment payment of dues.

Make committee structure as uniform as possible at the three levels—local, state, and national: legislative, public relations, professional rights and responsibilities, TEPS, etc.

Adopt unified membership in as many local associations as possible in preparation for state action. (NEA's usual affiliation fee for local associations is waived for associations in unified states.)

Present unification reports—with recommendation for action—to the local or state membership or delegate body which will make the final decision.

Develop a time schedule for adopting unified membership.

Approve an appropriate unification resolution or bylaw revision.

Negotiate a unification agreement between the association and the NEA Office of Field Operations and Urban Services.

“The journey of a thousand miles begins with one step.” You can help your associations take that first step toward increased strength and effectiveness.



Unified Membership

In many state and local associations, unified membership has proved its value. Professional leaders in these associations—including numerous present and former presidents or executive secretaries—have testified to the value of the plan. Some of their comments follow:



The OEA and the NEA have had a unified dues program since 1945. We think it has been extremely successful and would not operate under any other plan.

—Cecil W. Posey, Oregon.



Unification in Arizona means convenience of joining, greater professional association teamwork, and one strong voice for better schools.

—Dix W. Price, Arizona.



Unified membership has brought to West Virginia teachers a new sense of professional pride and solidarity.

—Phares E. Reeder, West Virginia.



It's good to know that all of us in the Teachers Association of Long Beach are on the same unified team—local, state, and national. Furthermore, we have additional time and energy for our unified program of service because we do not have to conduct three membership drives.

—George H. Wichman, Long Beach, California.

If you agree that unified membership makes sense—and that bargain-basement buying of “partial membership” by those who share in the benefits from a total professional program is *not* the way to strengthen the profession—then work with your colleagues for unified membership.

With your support, your local and state association can move toward unification. Unified membership brings increased power to associations at all levels. Membership grows. There is greater efficiency and better coordination of effort. Through unified membership, three times one equals far more than three!

For further information, write to:

NATIONAL EDUCATION ASSOCIATION, DIVISION OF AFFILIATES AND MEMBERSHIP
1201 16th Street, N.W., Washington, D.C. 20036

—That two signatures (executive secretary and treasurer) appear on all checks issued by the NCTA beginning September 1, 1966.

—That the bill of two hundred ten dollars (\$210) for consultation and representation for Mrs. Olivia C. Lucas and Mr. Ralph W. Taylor, by Attorneys Samuel S. Mitchell and Romallus O. Murphy, be paid.

—That the reports by Mrs. Richards be received with thanks.

—That the Personnel Committee extend its policy to include maternity leave.

—That the reports by Mr. Fred D. McNeill be received with commendation.

—That Mrs. Thelma M. Keck's report be received with commendation.

—That the board go on record as endorsing Mrs. Elizabeth D. Koontz as a candidate for vice-president, president elect of the National Education Association.

—That we set aside five hundred dollars (\$500) for "Libby" during the NEA Convention at Miami Beach, Florida.

—That we accept for study the proposal recommended by Mrs. Margaret Wilson (for the Board to select a small committee to work with intangibles, such as the shaping of attitudes, identifying controversial issues, and disseminating opinions).

—That the following special committee will study the proposal: Mr. E. B. Palmer, Mrs. Margaret Wilson, and Mrs. Leona Daniel.



BOARD OF DIRECTORS AND PROFESSIONAL STAFF—Seated left to right: W. O. T. Fleming, Western District member, Salisbury; Dr. S. O. Jones, Piedmont, Greensboro; Mrs. Leona Daniels, East Piedmont, Raleigh; Mrs. Ruth B. Jones, vice-president, NCTA, Rocky Mount; J. C. Duncan, Piedmont District President, Yanceyville; E. B. Palmer, Executive Secretary, NCTA, Raleigh; Dr. S. E. Duncan, immediate past president, NCTA, Salisbury; Dr. Rudolph Jones, president, NCTA, Fayetteville; Curtiss Todd, legal counselor for NCTA, Winston-Salem; Geneva Bowe, acting recording secretary, Murfreesboro; B. N. Cook, Western District President, Winston-Salem; Mrs. Lucille P. Burton, Southwestern District member, Asheville; T. V. Foster, North Central District member, Rocky Mount; Mrs. Elizabeth D. (Libby) Koontz, immediate past president, Department of Classroom Teachers, NEA; J. H. Wooten, district member, Coastal Plains, Goldsboro and W. F. Grice, Coastal Plains, Goldsboro.

Standing, left to right: Mrs. Thelma M. Keck, coordinator of publications, public relations and research, NCTA, Raleigh; W. A. Foster, budget director, NCTA, Goldsboro; Mrs. Edna C. Richards, executive secretary, NCACT, Raleigh; John A. Lucas, NEA State Director, Durham; F. D. McNeill, field representative; Dr. N. H. Harris, treasurer, NCTA, Raleigh; W. R. Collins, Hammocks Expansion Director.

The NCTA Board of Directors met on September 10, in the board room of Headquarters building.

Letters to the Editor

TREASURY DEPARTMENT UNITED STATES COAST GUARD

20 July 1966

Executive Secretary
North Carolina Teachers Association
125 Hargett Street
Raleigh, North Carolina

Dear Sir:

As I have indicated in previous correspondence, the Coast Guard is continuing its efforts to inform qualified young Negro men of the opportunities available to them at the United States Coast Guard Academy.

The Academy educates and trains young men for careers as commissioned officers in the United States Coast Guard through a four-year college curriculum leading to the Bachelor of Science Degree. During the four years a cadet receives sufficient pay to meet his expenses as well as an excellent education. Appointments to the academy are made strictly on the basis of a nationwide competition. The next competition will commence with the 3 December 1966 administration of the College Entrance Examination Board tests. Arrangements to take these tests must be made prior to November 1. Coast Guard application forms should be submitted by high school seniors as soon as possible after commencement of the fall term. No applications will be accepted after 15 December 1966.

You may already know that three Negro cadets are presently enrolled in the Academy and that this June Ensign M. Smith was the first Negro to graduate from the Academy and receive his commission as Ensign in the Coast Guard. We hope that interest in the Academy among young Negro men will continue to grow. Your organization has, in the past, assisted us in informing Negro youths of this opportunity. Therefore, your continued assistance is requested in urging qualified young men in your area to compete for appointment as Cadet, United States Coast Guard.

Inquiries pertaining to admissions and appointment to the Coast Guard Academy have, in the past, been referred to our Headquarters in Washington. On 1 July 1965 the Office of Director of Admissions was established here at the Academy to supervise the admissions program. Inquiries and requests regarding admissions should be addressed to Director of Admis-

sions, U. S. Coast Guard Academy, New London, Connecticut 06320.

Sincerely yours,
C. R. BENDER
Rear Admiral, U. S. Coast Guard
Superintendent
* * *

513 North Seventh Street
Wilmington, North Carolina
August 17, 1966

Mr. Elliott B. Palmer, Executive Secy.,
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

Dear Mr. Palmer;

Having just returned from our Leadership Conference at the Hammocks, I have thought often of the program planned, the current issues included, and the fellowship shared. Congratulations for having spear-headed such an informative, enjoyable series of experiences.

I have read the Handbook of the North Carolina Teachers Association and I am appreciative for the learning activity it affords all members. I wish to extend thanks to you and your office staff for making this much needed publication available.

Yours truly,
Mrs. Dorothy B. Jackson, Pres.
NCACT

UNITED STATES SENATE
COMMITTEE ON THE JUDICIARY
August 26, 1966

Mr. E. B. Palmer
Executive Secretary
North Carolina Teachers Association
Dear Mr. Palmer:

Many thanks for your telegram which was co-signed by Mr. F. G. Shipman, and which was received in my office on August 22, 1966.

As you doubtlessly know, the Hartke Amendment to the Defense Appropriations bill was defeated. Its defeat was undoubtedly due to the fact that it provided for compensation for teaching abroad out of all proportion to compensation for teaching at home.

With all good wishes, I am

Sincerely yours,
Sam J. Ervin, Jr.

**THE GEORGIA TEACHERS
AND EDUCATION ASSOCIATION**

ATLANTA, GEORGIA 30314
August 29, 1966

Mr. E. B. Palmer
Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina 27601

Dear Mr. Palmer:

I was quite elated to learn of your recent unanimous election to the chairmanship of the National Committee of Educators for Human Rights. Certainly the persons making this election could not have made a better choice. You are eminently qualified and experienced to assume this chairmanship and your perceptive vision makes you doubly able to perform in accomplishing the goals that have been outlined for accomplishment by the National Committee of Educators for Human Rights.

I wish to extend to you my congratulations and the congratulations of the entire membership of the Georgia Teachers and Education Association. If we can be of any assistance to you in the performance of your duties, you may feel free to call on us.

With kindest personal and professional regards, I am

Sincerely yours,
H. E. Tate
Executive Secretary
* * *

VIRGINIA TEACHERS ASSOCIATION
RICHMOND, VIRGINIA 23219

September 1, 1966
Mr. Elliott B. Palmer, Chairman
National Committee of Educators for
Human Rights
North Carolina Teachers Association
125 Hargett Street
Raleigh, North Carolina

Dear E. B.:

This is just a note to offer congratulations on your election to the chairmanship of the National Committee of Educators for Human Rights.

I was most interested in the clipping which was sent. I have tried to be a "Fed" for the past three and one-half months and have sort of lost contact.

Do accept good wishes.

Cordially,
J. Rupert Picott
Executive Secretary

NATIONAL EDUCATION ASSOCIATION
HAPEVILLE, GEORGIA 30054

September 9, 1966
Mr. E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina 27601

Dear Mr. Palmer:

It was a pleasure to participate in the recent NCTA Leadership Conference and associate with many of your key leaders in North Carolina. I wish to congratulate you on the quality of leadership you are providing the teachers of your state and the forthright manner in which you address yourself to the real issues facing education and the teaching profession. The North Carolina Teachers Association has already taken the spotlight in providing leadership at the national level. I envision continued success in that direction.

I have just finished reading your handbook which is an excellent document. I was particularly impressed with the section on merger of state and local associations. It seems as if North Carolina will again take the lead in setting the model for the rest of the Southeast.

If I can be of assistance at any of your District meetings, please do not hesitate to call upon me.

Yours truly,
John W. Lawton
Associate Representative
* * *

UNITED STATES SENATE
COMMITTEE ON THE JUDICIARY

September 26, 1966
Mr. E. B. Palmer, Sr.
Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina 27601

Dear Mr. Palmer:

This is to acknowledge receipt of your letter of September 23, 1966, regarding the ruling of the Internal Revenue Service to eliminate deductions for educational expenses.

There have been several bills introduced on this subject, one of which designated as S. 3641 I joined in co-sponsoring. You may be assured that I shall support any legislation which is designed to reverse the ruling of the Internal Revenue Service disallowing tax deductions of educational expenses for teachers.

With all good wishes, I am

Sincerely yours,
Sam J. Ervin, Jr.

UNITED STATES SENATE
COMMITTEE ON
RULES AND ADMINISTRATION

September 26, 1966

Mr. E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina 27601

Dear Mr. Palmer:

Thank you for your letter in support of legislation to counteract a ruling by the Internal Revenue Service denying federal income tax deductions for certain educational expenses incurred by those persons engaged in the teaching profession.

There are several bills on this subject to provide for tax deductions of certain education expenses of teachers, and to date all of these bills are still pending in the Senate Finance Committee.

On the basis of the information I have been able to obtain about them, I would certainly be inclined to favor their objective, and you can be sure I will do what I can to get action on it before Congress adjourns.

Again thanking you for writing me, and with all best regards,

Sincerely,
B. Everett Jordan, USS

Southeast Regional Conference Set

Mrs. Martha Dell Sanders, Southeast Regional Director of the Department of Classroom Teachers of the National Education Association has announced that the Southeast Regional Conference will be held November 10-12, 1966, at the Golden Triangle, Norfolk, Virginia. The purpose of the conference is to inform classroom teachers on the latest developments in education and the teaching profession.

The tentative program is as follows: Registration: Wednesday evening, November 9, through Saturday morning, November 12.

THURSDAY, NOVEMBER 10

- 9:00 a.m. SCHOOL VISITATION
(Norfolk city and area schools)
- 1:00 p.m. EDUCATIONAL TOURS
- 2:00 p.m. SPECIAL INTEREST GROUPS
Curriculum Innovation
Tenure
Future of Local Associations
Conditions of Work
(These will be staffed by experts from the Norfolk area and NEA staff)
- 8:00 p.m. OPENING GENERAL SESSION
"Professional Unity — Our Commitment," Charles F. Deubel, president, NEA Department of Classroom Teachers

DEPARTMENT OF HEALTH, EDUCATION
AND WELFARE

OFFICE OF EDUCATION

WASHINGTON, D. C. 20202

Mr. E. B. Palmer
Executive Secretary
The North Carolina Teachers Association
Hargett Street

Raleigh, North Carolina

Dear Mr. Palmer:

I wish to commend you and your staff for your work in helping to plan the statewide conference on school desegregation which was held in Durham on August 27, 1966. This was indeed a highly significant program and should contribute to the development of a better educational program in North Carolina.

Special praise is due to Mrs. Edna Richards of your staff who did an outstanding job in the management of the Conference. It was a real delight to see her work.

You have my best wishes for continued success in the very fine work you are doing with the teachers in North Carolina.

Sincerely yours,
William J. Holloway
Director of Training Programs, Area I
Equal Educational Opportunities Program

9:30 p.m. INFORMAL RECEPTION
(Virginia classroom teachers as hosts)

FRIDAY, NOVEMBER 11

- 9:00 a.m. GENERAL SESSION
"Department Expanded Program" — Taimi Lahti, assistant executive secretary, NEA Department of Classroom Teachers
- 10:30 a.m. "INFORMATION PLEASE"
DCT Constitution Revision
- 2:00 p.m. GENERAL SESSION
Presentation on Merger of Associations NEA Bylaws, DCT - AASA Joint Commission
- 8:00 p.m. GENERAL SESSION
"Pie and Politics"
(Emphasis on areas of professional negotiations dealing with the roles of local associations, classroom teachers, superintendents, and boards of education).

SATURDAY, NOVEMBER 12

- 9:00 a.m. BUSINESS SESSION
DCT Regional resolutions
- 2:00 p.m. BUSINESS SESSION
DCT Resolutions (continued)
Evaluation of Conference
- 3:30 p.m. Educational Walking Tours
- 6:30 p.m. BANQUET

— Articles —

The Battered Child

By Cleta Covington

It's late at night. The neighborhood is quiet and you're at home relaxing. Suddenly the air is shattered by the screaming of a child.

Your neighbors are an immature young couple and you've heard them give their son repeated "spankings" with a belt or paddle, leaving him bruised for days. Tonight sounds worse than usual and you're worried about the child's safety. What do you do?

Suppose you're a teacher. One of your pupils, a little girl, tells you she doesn't feel like playing at recess time. When you ask the school nurse to examine her, you find the child's back and legs are covered with innumerable welts and bruises, the result says the child, of three separate beatings her father administered the previous night with the buckle end of his belt. What do you do?

Let's say you're a doctor in a large metropolitan hospital. A young couple bring their three-year-old son to the emergency room. The child is unconscious. The parents appear agitated and tell you the child tumbled down the basement stairs causing his head injury and several cuts on his body. When you view the child's X-rays, you find evidence that the boy has suffered a broken arm and leg sometime in the past and that both breaks have healed imperfectly. When you question the parents they say they know nothing about the injuries. Their son is near death. What do you do?

Until this century there was little a concerned person could do to protect children such as these from further injury. Throughout history children have been regarded as the property of their guardians and outsiders did not interfere in this relationship. It is an ironic fact that there were laws in this country to prevent cruelty to animals before there were laws to protect children from similar mistreatment.

In the last decade there has been a growing concern about the "battered child," the child who has been abused and neglected by its parents or guardians. Some authorities believe the incidence of child abuse is much smaller than present publicity would indicate. Most feel, how-

ever, that even one child who has been maimed, cut, burned, shot, beaten, or starved by someone supposedly taking care of it is one child too many.

In May, 1965, the North Carolina Legislature passed a law designed to make the reporting of child abuse cases easier, especially for professional persons who treat or work with children.

The law states that any "...doctor, nurse, school teacher, principal, superintendent, or other administrative head of a school, or any employee of a county Department of Public Welfare who observes or obtains information leading him to believe a child has been neglected or abused by his parents or guardians..." may report to the head of his county Welfare Department and request an investigation.

The law further provides that anyone who makes such a report and anyone who gives testimony about it later "...shall be immune from any civil or criminal liability that might otherwise be incurred or imposed for so doing, unless such person acted in bad faith or with malicious purpose."

Once the report is made the law states the Welfare Department must investigate and take whatever action it feels necessary for the protection of the child.

Carl Staley, Assistant Director of Child Welfare for the State Welfare Department, feels the provision making the Welfare Department responsible for the investigation rather than the Police Department, for instance, is particularly farsighted.

"Our department is concerned with preventative services," he explained. "We want to prevent the breakdown of the family unit. The law gives a chance for counseling without first going to court.

"In a criminal action the children don't have the benefit of the available services which might prevent the breakup of their home. This is not to say that if the time arrives that we feel a warrant should be signed to protect a child we would hesitate to do so. But if parents are neglecting their children and are referred to a criminal court, they are placed under the supervision of a probation officer.

"If, however, the matter is referred to the Juvenile Courts, then the *child* is looked after and the action taken is family centered."

Along with an awareness that the horrors of child abuse and neglect really exist there is the growth among concerned professionals of the attitude that the parents as well as the children must be helped.

Dr. Sam O. Cornwell, Pediatrician, Neurologist, and a Deputy Director of the N. C. Mental Health Department, reflects this outlook.

Speaking of the new legislation he said, "The intent of this law as far as physicians are concerned is not to be interested so much in punishing parents as it is in helping them. Society to a degree should feel sorry for people so mixed up in some way that they can't be parents."

Dr. Cornwell was quick to point out that this is not to say the parents should be excused for their actions or that their interests should come before the child's.

"The law is to help children primarily, and the family secondarily," he said. "Children are our most precious natural resource. Their interests should transcend the family's rights."

In addition to his work with the Mental Health Department, Dr. Cornwell is also a member of the N. C. Council on Mental Retardation, an inter-agency commission charged with the responsibility of expanding and improving services for the state's mentally retarded.

The Council is sponsoring a state-wide education program aimed at publicizing provisions of the "Child Abuse Law," particularly among the teaching, medical, and legal professions. Why is the Council concerned?

"Because," said Dr. Cornwell, "child abuse frequently involves injury to the head, and this is likely to cause retardation. There is also retardation from emotional causes stemming from abuse. Also, the Council does not regard the retarded as a special group set aside from other children. We take the attitude that what betters the lot of all children will better the lot of the retarded child."

A look at some actual case histories discussed at a seminar held in another state will illustrate why it is possible for a child's mental, physical and emotional development to be permanently damaged because of brutality experienced in the early years of life.

Case One: A social worker visited a home after the baby sitter called to say that the one-month-old baby girl she was caring for had a rupture. The baby sitter said that on one occasion, when the baby was crying, the father threw ice water on it, picked the infant up by the heels and "let its head hang." The mother said the father "had a bad temper."

Case Two: School officials investigated when they noticed bruises on two children, ages six

and seven. Their mother's boyfriend had beaten them because they had played in the dirt. Both children were severely bruised on the neck, face, buttocks, and thighs.

Case Three: A two-year-old boy was hospitalized with multiple injuries, among them blindness due to a blood clot on the brain, several missing front teeth, and the loss of the tip of his index finger on the left hand. In the doctor's opinion the mother had caused the injuries. When she approached the child he appeared terrified and moved as far away from her as possible. He also showed panic or extreme fear when threatened or exposed to rough-and-tumble play.

Case Four: A mother with two girls, ages two months and two years, was referred to a psychiatrist in a mental health clinic. The mother admitted she hit the infant on the face and tried to choke and smother her because she hated the baby. The infant's left eye was red and swollen and a visibly discolored area was noted on the left side of the face. The mother stated she had also beaten the two-year-old daughter and left marks on her in the past.

Parents can also abuse their children in other ways besides physical injury. Emotional deprivation can cause retardation or mental illness.

"The worst thing parents can do to a child," said Dr. Cornwell, "is to be cold and indifferent to him. This type of neglect in some instances is far worse than physical abuse. Without love, a young child may literally die. Of course the two together are absolutely the worst things that can be done."

What sort of parents would do this to their children?

Apparently they fall into no set cultural or economic group. Abuse or neglect happens in the slums, but it also happens in the nicest suburban neighborhoods. There is some evidence that lower income parents tend to physical types of abuse while those in the higher brackets often neglect their children emotionally.

In any case it is evidence of deep emotional trouble. Dr. Joseph Satten, Director of the Menninger Foundation's Division of Law and Psychiatry, had this to say of such parents:

"These parents have defects in their ego functioning which allow them to think and act at times as if their little children are serious rivals or even enemies. Sometimes, these parents are afraid of the child because they feel he hates them as they hated their own parents. In other cases, the child may represent a creature whose needs are met as the parent's needs never were, and they may become jealous and resentful of the child."

"Except perhaps in their intensity, the motivations of parents who seriously hurt their children are no different from the motivations of other parents. What is different is the capacity to control these intense feelings."

Robert Weathers, a staff attorney with the Attorney General's office, is assigned to the State Welfare Department. He was asked how North Carolinians could use state laws to protect children from abuse and neglect.

Suppose, Weathers was asked, you're a private citizen and you live next door to parents you think have been abusing or neglecting their children? Is there something you can do about it, even if you're not a member of any of the professional groups specifically mentioned in the new abuse law?

"Yes," said Weathers, "any person is at liberty to make a report to anybody he thinks can do something about the situation. He should be very careful to stick strictly to the facts. The report should not be made in bad faith."

He defined bad faith as a "...report made out of spite and really intended to cause trouble rather than for the sincere purpose of protecting the child."

"If I personally knew of a case in which I suspected a child was being abused, I would not hesitate to call the Welfare Director and say, 'I have reason to believe that the circumstances of this child are not for his best welfare.'"

If a citizen thinks a child is in immediate need of physical protection, he may go directly to the courts instead of to the Welfare Department.

"Any citizen may file a petition with a Juvenile Court Judge saying that in his opinion this child is in need of the protection of the court," Weathers explained. In other words, that they feel the present situation is not good for the child.

"The law gives the judge very broad powers as to the disposition of the child. He might remove the child from the home, or he might give custody of the child to the County Department of Public Welfare."

Suppose a person doesn't want to be involved with the courts or he doesn't want to call the police in on the matter. What other legal methods can he use to help the child?

One other way, according to Weathers, is to bring the matter to the attention of one of the people protected from liability under the child abuse statute. For instance, a neighbor might tell a family doctor or teacher who has been in contact with the child, and they in turn could report to the Welfare Department.

Considering that a petition filed with the Juvenile Court can initiate an investigation, why,

Weathers was asked, was it thought necessary to pass legislation specifically dealing with child abuse and neglect?

"Because," he said, "in an ordinary situation, testimony by a physician concerning the relationship between himself and his patient wouldn't be allowed in court. This statute waives this privileged relationship and allows the information to be given as evidence."

Once a report of child abuse or neglect reaches a County Welfare Department, several methods may be used to investigate the case. Although procedures vary considerably from county to county, the State Welfare office recommends general policies which should be followed.

An investigation usually starts with gathering as much background information as possible. Who reported the case and why? Have the parents ever been contacted before by the Welfare Department? For his own safety, does the child need to be removed from the home immediately or can he remain there while attempts are made to counsel and rehabilitate his parents?

If the complaint does not indicate a genuine emergency, the parents are requested to come to the local Welfare Department to present their side of the situation and discuss any problems they are having in the care of their children.

In some cases there is no response from the parents, and eventually it may be necessary to work through the courts to compel their cooperation.

In considering its policies toward child abuse and neglect, the Welfare Department feels its responsibilities are threefold:

- (1) To extend protective services to children who are neglected or abused and dependent on the state for care, protection, and discipline,

- (2) To work with the parents to restore or develop stability in the child's own home and enable him to develop a secure and satisfying relationship with his parents,

- (3) To help the community recognize harmful conditions contributing to child neglect and abuse and to initiate efforts to correct such conditions.

It is difficult for a community to overcome the shock and disgust it feels toward parents or guardians responsible for injuring a child. Yet this attitude must be conquered for the welfare of the child, if not for the parents.

It is only by using the laws available to professional workers and private citizens that these children will be preserved from further harm and possibly reunited with parents who have been helped to accept and welcome their responsibilities.

Prevention, of course is the main goal, and the State Department of Welfare will have in operation by this summer a registry of all child abuse and neglect cases reported to it. At present officials say it is intended to be a statistical record rather than one aimed at tracing and preventing abuse on a child moved from one county to another. The public, however, can urge the Legislature to provide the Department with the funds and authority to turn this registry into an effective protective measure.

Reports have been made of children stabbed, burned, beaten, starved, tortured, and buried alive by adults in charge of them. Assuming they survive, the odds are very strong that these children will give the same treatment to their offspring, with the cycle repeating itself many times.

Surely prevention of this horror is worth any time and money spent to accomplish it.

Professional Practices Legislation

Roy A. Edelfelt, Associate Secretary

National Commission on
Teacher Education and Professional Standards

As teachers, we know well the frustration of teenagers as they struggle to be independent, self-sufficient, responsible — as they learn to be autonomous individuals.

If we stop to think, teaching as a profession is in very much the same situation. We want autonomy. We want to be a responsible profession. We want the right to be involved in professional decisions. And we want to be part of a profession which enjoys self-determination.

In some ways we are not as young as the analogy with adolescence suggests. We have had a measure of success in attempts to assert our rights and to assume responsibility. The profession has had a substantial impact in improving the quality of teacher education through accreditation and certification regulations. It has attracted better students into teaching by recruitment and selection efforts.

The profession has been less successful in raising standards in student teaching. There is still a great deal to be done to improve graduate and in-service education. Protection through tenure regulations is only a partial victory because selection and screening in the pre-tenure period is still too slipshod and lax in many places.

The greatest achievements — accreditation and certification regulations — are quite remote from the average teacher. As responsibilities get

closer to the everyday operating base of teachers, action becomes more difficult — as can be illustrated by shoddy evaluation of teaching for tenure purposes and the lack of adequate improvements in student teaching programs as they actually operate in the schools.

We are now struggling to advance standards in a variety of professional dimensions. Some of these situations where teachers have direct responsibility which new rights demand. It is here that our adolescence is most obvious. We find it difficult to follow through — to assume responsibilities as well as rights — when they must be assumed directly.

Our adolescent stage of development must be recognized in the drive for autonomy because it is important not to kid ourselves. We have some problems in teaching *because* we are on the road to maturity.

Sometimes we complain of administrator dominance in schools. Traditionally, the principal and superintendent have been much better educated than teachers. Teachers have been looked down on. Often administrators consider themselves as regulars and think of most teachers as transients. This situation is changing. Many teachers are now as well or better educated than administrators and are clearly career people. This is a new condition and it demands a change in relationship between administrators and teachers. But few teachers are yet able to assume a posture in which they demonstrate patience and persistence, as well as an aggressive spirit to change the traditional relationship. How often is a teacher able to stand his ground on principle, without excessive emotionalism, when an administrator is off base?

Among our most important and difficult endeavors in becoming autonomous is assuming responsibility for professional practice. To get professional practices regulations we must become concerned with practices in the school. Teachers and administrators at the local level must understand and support professional practices regulations if such regulations are to become a reality. Disciplining and protecting our own members is a test of the degree to which we really want professional autonomy.

Autonomy in any phase of human activity is fraught with danger — because autonomy means exercising freedom and responsibility. This means grappling with ideas, thinking, looking at all sides of a question and making choices and decisions. It often means taking issue with the status quo. It means taking a position which may be precarious. Taking risks upsets a feeling of certainty and threatens the basic desire for security.

Thus, if we seek autonomy we must recognize the nature of the adventure we are undertaking — and we must find ways to give adequate protection to members of the profession so that there can be some area of security within which freedom and responsibility may be exercised.

All of these aspects of autonomy are in the American tradition. But they are not for the fearful and the apathetic — nor for the contented and the complacent. Many of us are afraid, insufficiently concerned about important issues, self-satisfied and unwilling to disturb the status quo.

There are signs that we in the teaching profession have come alive, that we *have* courage, that we are *not* content with things as they are, that we are willing to take responsible action in setting our own course. But we have a long way to go. Developing professional practices regulations is one big step in this journey.

Establishing professional autonomy means delineating the kind and degree of self-direction the profession has the right and responsibility to control. This is not an arbitrary decision to be made by either laymen or the profession. The decision should be worked out in policy and in legislation at the local, state, and national level. What can be evolved will undoubtedly depend on what we can convince the public we are able and willing to assume. It will also depend on the political statesmanship we can bring to bear. Over the long haul it will depend on the confidence and faith of the public which we earn only by demonstrating competence, integrity and high purpose. Competence, integrity and high purpose are the basis for the freedom and responsibility delegated to us.

An important aspect of autonomy is assuming responsibility for the competent and ethical practice of professional personnel. This means we must protect the competent and the ethical and discipline the incompetent and unethical.

The mechanism which has been devised in several states to serve this purpose is the professional practices act. Alaska, Kentucky, Florida, Oregon, Oklahoma, and North Dakota have professional practices acts. All of these states differ to some extent in their legislation, but some essential features now seem important for any act.

An act should:

- recognize teaching as a profession;
- provide for the formation of a professional practices commission;
- provide that the profession itself should develop standards of practice;
- provide that a commission should represent all segments of the profession;

stipulate that commission appointments be made by the governor or superintendent of public instruction from a panel named by the profession;

provide that the profession finance the work of the commission;

provide that the commission select its own leaders and determine its own procedures;

stipulate the tenure of members on the commission;

define the powers of the commission.

A professional practices act is concerned with ethical and competent performance, contractual obligations, transfer and assignment of personnel, continuance in professional service. It may also include school-community relationships and professional meetings and related activities.

How does a professional practices commission operate? A professional practices commission

makes judgments about individual members of the profession on the basis of allegations of incompetence or unethical behavior.

has the power to reprimand or warn members of the profession and to recommend suspension or revocation of certificates to the state board of education.

has the power to subpoena witnesses and place them under oath and to have an investigative staff for determining facts and reporting them for consideration.

A commission should have the power to exercise a preventive function as well as deal with problem cases. This means it should have the power to conduct proceedings on its own initiative.

Experience in Kentucky suggests that a professional practices commission can function in an orderly, deliberate, intelligent, and equitable manner. In the event that an individual feels he has not been dealt with in such a fashion, he should always be guaranteed his constitutional right to a trial or hearing in a civil court of law. It should also be remembered that a commission's authority is advisory — it recommends action to the state board of education, local boards, or other appropriate agencies.

When is a state ready for professional practices legislation?

A state is probably ready for such legislation when the members of its teaching profession understand and support what has been outlined to this point and when a legislature can be convinced that the profession is ready to assume responsibility for disciplining and protecting its own members. Several states have experienced difficulty in getting professional practices legislation because of insufficient understanding and support within the ranks of the profession.

Teachers are often frightened by the prospect of being disciplined by their own colleagues. The protection aspect — even though just as important — is often overshadowed by the fear of disciplining. In fact, most teachers should have no fear about discipline from within the ranks. The professional practices idea is intended to serve a preventive function wherever possible and resort to warning and reprimand before recommending suspension or revocation of license.

What are the benefits of professional practices legislation?

We are constantly concerned about ways to insure the public that competent and ethical teachers man the public school classrooms. Articles in *McCall's* and *Good Housekeeping* in January and February attest to the public concern about incompetent or unqualified teachers — and the lack of fair, workable procedures to get rid of such teachers. Professional practices regulations provide one more evidence of the profession's own determination to maintain high standards for teachers.

Certainly we in the profession would feel more satisfaction and pride if we knew that continuous procedures were underway to help or remedy incompetence and unethical behavior, and that more drastic action was possible in cases where an individual educator could not or would not improve.

The kinds of rights we are now demanding as professionals — adequate climate, time, materials, and professional support for teaching — obligate us to assume responsibility for the competence of our members. We now have the opportunity to assume such responsibility. If we do not assume it, we deny ourselves an opportunity to become a senior profession, and we will give up some other important privileges as well as the chance for increased status and reward.

We are not adolescent boys and girls any longer — even figuratively speaking. We can assume the responsibility for policing our own ranks — if we decide we want to do so.

Profiles of Excellence Available

Cecil J. Hannan, assistant executive secretary, Office of Professional Development and Welfare has announced the publication of *Profiles of Excellence* for leaders in education. A copy of this important new publication will be sent to all local association presidents. Other copies may be ordered for \$1 each by writing the Publications-Sales Section, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

The Assignment and Misassignment Of American Teachers

By Don Davies, Executive Secretary
National Commission on

Teacher Education and Professional Standards

"An elderly, overweight teacher with poor vision was assigned to a lively kindergarten class. This was done because of seniority considerations, i.e. the teacher wanted it because it was conveniently close to home. She died."

"A teacher who was prepared in college to teach health and physical education was employed as an athletic coach in a small high school. He was given two classes in physical education and one class each in world history, American history, and American government. His college work in the social studies consisted of six semester credits — three in Western civilization and three in social studies."

These are examples of the devilment called teacher misassignment, which the National Commission on Teacher Education and Professional Standards (NCTEPS) and its state and local affiliates designate as a high-priority target for extermination. The extermination will be aided materially by a report based on a survey of selected educators from every state.*

The report defines proper assignment simply as "placing the right teacher with the right students at the right time," but adds a more specific definition: "A proper assignment is one in which the teacher's education in subject matter and methodology, his experience, and his physical and psychological condition are appropriate for maximum effectiveness in his teaching situation; misassignment constitutes any violation of the conditions of proper assignment."

*National Education Association, National Commission on Teacher Education and Professional Standards. *The Assignment and Misassignment of American Teachers: A Summary of the Complete Report*. Washington, D. C.: the Commission, 1965. 36 pp. 25 cents. The complete report is also available from the NEA for \$1. The report is the work of the Special Committee on the assignment of teachers, under the chairmanship of Wendell C. Allen, assistant superintendent for teacher education and certification, Office of the State Superintendent of Public Instruction, Olympia, Washington. The survey sample of 1,035 educators included classroom teachers, state department of education officials, principals, superintendents, school personnel administrators, college deans of education, subject matter specialists, and college placement officers.

The educators surveyed believe that misassignment is prevalent throughout the nation and that it limits the quality of American education. The most common violation identified is that of placing teachers in situations where they lack subject matter competence for the grade level and/or subject taught. Fifty-nine percent of the cases are of this type. The second most common violation (25 percent) involves teachers who lack preparation in appropriate teaching methods. Less frequently mentioned types of misassignment are caused by the lack of ability to discipline students, lack of ability to understand particular groups of students, lack of ability to understand the value of the specific socioeconomic groups from which students come, and lack of physiological and psychological strength needed in a particular situation.

Misassignments occur in all kinds and sizes of schools, in all subjects, and at all levels. Of 677 cases cited, 45 percent were in rural, 25 percent in urban, and 28 percent in suburban schools. Fifty-three percent of the misassignments reported were in grades 10-12; 19 percent in grades 7-9; 27 percent in grades 1-6; and 1 percent in special classes.

In rural, urban, and suburban settings, the junior and senior high school subjects in which teachers are misassigned most frequently are mathematics, the sciences, foreign languages, English, and social studies.

Misassignment ranks fifth among twelve most important factors which the educators cite as limiting the quality of education. The first four factors are failure to attract enough academically and personally talented young people to teacher education, excessive class size, low salaries for career teachers, and inadequate assistance for new teachers.

Relative to other factors which limit the quality of education, classroom teachers, teacher organization officials, state certification directors, and college placement officers give misassignment a higher rating than do superintendents and principals. Yet ironically, the educators agree that major responsibility for good assignment policies and practices rests with superintendents and principals.

What are the causes of misassignment? In rural and small-town school systems, the difficulty of attracting teachers of sufficient quality and in sufficient quantity heads the list. Other causes are the attempt of small school districts to offer a complete, widely diversified academic program in the high school; political pressures exerted by candidates for particular teaching assignments; the seniority system through which

an older teacher chooses his own misassignment; inadequate or inaccurate information about candidates for positions; and teacher resignations late in August or during the school year.

In suburban and urban systems, the most frequent causes of misassignment cited are the inadequate supply of secondary teachers in certain fields, late summer and school-year resignations, and inadequate evaluations of candidates' credentials by administrators. The seniority system and political pressures exerted by teachers on administrators account for only a small percentage of misassignments in urban and suburban schools.

The educators agree that experience (including student teaching), personality, and quality of general education count most in assigning elementary school teachers. In assigning secondary teachers, experience (including student teaching), subject matter preparation, and personality traits such as warmth, enthusiasm, and dependability, are the most important factors.

Among the promising practices suggested by the survey respondents to limit misassignment are the use of helping teachers to work with those who are beginning a career; having several staff members interview job candidates; in rural areas, having one teacher who is well-qualified in a particular subject such as physics or French, move from school to school or from district to district; more effective in-service education programs to develop the competence of both beginning and experienced teachers; gradual induction of beginning teachers through new patterns of supervision, including team-teaching arrangements.

The report takes an important step beyond handwringing about the seriousness of the problem. It offers suggestions for improving assignment policies and practices, including a "Model of Optimum Placement and Assignment Policy and Practice," and a comprehensive checklist of "Standards of Good Practice in Teacher Placement and Assignment." The checklist can be used by a local teachers association in cooperation with school district administrators as a device for self-evaluation of existing practices and a guide for developing better ones.

The overall guiding principal for making proper teacher assignments is the development of and adherence to sound personnel policies and procedures.

In assigning teachers already on the staff, the following considerations are important: the wishes of the teacher, the requirements of the curriculum, the best utilization of staff, the attainment of balance in teaching quality through-

out the district, and the cooperative involvement of the teacher and the administrator who is responsible for making assignments. In addition, the school district should keep good personnel records, and the requirements for all vacant positions should be explicit.

Good practices of assignment for new teachers include maintaining comprehensive employment information about each teacher employed, making all vacancy specifications explicit, notifying new teachers of their specific school and grade assignments as quickly as possible, and communicating with teachers before they report at the beginning of the school year.

What should be done to solve the misassignment problem? The Special Committee calls first for a systematic profession-wide effort to develop and apply sound personnel policies and procedures which will promote the best utilization of all professional employees.

The committee recommends further that:

- State teachers associations, through their TEPS commissions, should educate teachers and administrators more fully concerning their respective responsibilities in the assignment process. TEPS groups should convince all concerned of the damaging effects of misassignment and promote widespread discussion and understanding of promising ideas for improving assignment.

- State and local associations should take appropriate measures to insure adoption of sound written personnel policies in school districts that do not already have such policies in operation.

- Each local teachers association, through its TEPS committee or other appropriate group, should study the assignment situation in the school district and develop a plan to contribute to improvement of policies and practices if improvement is needed. The association should work in cooperation with the district administrators.

- Local associations should report to the proper agency in the state education association cases of flagrant and deliberate malpractice in teacher assignment, whether the fault seems to lie with a teacher or an administrator. The state association should take appropriate investigative and corrective action.

- State departments of education should continue to enforce certification laws and investigate teacher misassignment.

- State departments should keep accurate, systematic, up-to-date records of teacher assignment, using advanced electronic equipment.

- State departments should take collective action to create more uniform procedures and terminology

for assembling, processing, and disseminating data.

- Those responsible for teacher education programs should provide adequate guidance to under-graduate and graduate students in meeting changing professional requirements for teaching. They should be fully cognizant of changing urban, suburban, and rural patterns as they relate to teacher education, placement, and assignment.

- Teacher placement directors, through their professional associations, should define and recommend standards and procedures conducive to proper placement and assignment.

- Individuals and agencies concerned with the proper assignment of teachers should encourage the consolidation of small school districts and rural schools. State departments of education have primary responsibility in this matter.

- Local teachers associations should cooperate with school administrators to develop innovations in instructional organization that will lead to more effective use of teachers. The introduction of paraprofessionals and team teaching are examples of such innovations.

Beyond the statistics, the checklists, the recommendations lies a fundamental point: Misassignment of personnel short-changes the teaching profession, the public, and the children in the schools. Something should be done about the problem and done quickly. Our most earnest claims to professional status are undermined if anyone can be assigned to teach almost anything and if expediency, scheduling complexities, convenience, and seniority come before competence and quality. Pious talk about professionalism means little unless teachers, administrators, and professional associations are willing to act to solve this kind of problem.

The action called for is not buck-passing or stone-throwing. Casting administrators in the villain's role, calling classroom teachers apathetic, or scapegoating the state department of education leads to hostility and frustration. Instead we need a concerted, cooperative, thoughtful attack on the problem by all those who are concerned. The problem is *ours* not *theirs*. The profession has an opportunity to demonstrate that it can do more than talk a good game of professionalism.

A REMINDER

THE NEED FOR IMMEDIATE OPERATING FUNDS IS GREAT. PAY AND REMIT YOUR NCTA DUES TO THE STATE HEADQUARTERS EARLIER THIS YEAR THAN EVER BEFORE.

Negro Market: Forecast of Seventy Billion by 1975

By Perry R. Leazer

Assistant Professor of Business Administration
South Carolina State College

An authority in the grocery industry, Robert Mueller, editor, **Progressive Grocer**, has forecast a Negro market of over seventy billion dollars by 1975. Mueller made the prediction in a panel discussion at the annual National Association of Market Developers Conference in New York, May 1966.

According to Mueller, the Negro market is, maybe, the least understood, the most controversial, and yet the most promising in our consumer group in the world today.

The growth of the Negro market has been a phenomenon. In 1940, Negroes in the United States had a total buying power of about \$3.5 billion; in 1960, they had a buying power of about twenty-three billion. In 1965, they had a buying power of thirty billion. Education and social changes have contributed to this tremendous growth. In 1905, thirty per cent of the Negroes in the United States were illiterate; today only five per cent are in this category. Since 1950, the white man's income has gone up sixty per cent while the Negro's increased one-hundred per cent. In the next ten years Negro population is expected to increase eighteen per cent but food store purchases are expected to rise at least fifty per cent.

The Negro market phenomenon, in its true sense, only has meaning for national and regional producers of consumer goods and services who either have large sales potential among Negroes or whose firms are presently or potentially faced with communication problems or opportunities among Negro consumers. It has no meaning at the consumer level.

According to the May 1966 issue of **News Front Magazine**, a publication for business management, it is revealed that "Negro consumers spent \$3.8 billion dollars on food in 1965 and their supermarket checks ran 12 percent higher than whites..." This total represents 12.3 per cent of the thirty billion dollars spent in 1965; and, if Mueller's forecast has any merit, in 1975 Negroes will be spending \$7.6 billion dollars on food. This amount, representing the same percentages, gives rise to the fact that in the same period, the total Negro market spending capacity will be over seventy-billion dollars.

These predictions, of course, should hold significant meaning in all of our communities but more especially in the metropolitan centers, for it is in them that the American Negro has been moving and probably will continue to move even in greater numbers as Southern agriculture mechanizes further and as industry and businesses find even greater need for personnel.

Negro population in our ten largest cities tells us that here are consumers that deserve the very closest attention in terms of needs, habits, and preferences in the marketing industry.

News Front further asserts that "Eighty-one percent of all Negro families are covered by life insurance — a figure which matches the national average. Lower and middle income Negroes in the North put a bigger chunk of their pay checks into savings accounts than do lower and middle class whites. Suspicion bred from years of being handed shoddy merchandise has given the Negro consumer a particularly strong preference for brand name products.

"Negroes buy more laundry soap and insecticides than whites. They spend more than a half billion dollars a year on such personal care items as facial creams and cosmetics. They tend to buy more expensive clothes than whites of comparable income.

"Middle class Negroes shop selectively. They may, in fact, tend toward deliberate anti-snobism by buying Ford station wagons when they can afford Cadillacs. They spend more money on home improvements and home furnishings than the rest of the entire market."

Approaches to the Negro market have seen a drastic revision. Business that once shunned the Negro market are now romancing it with vigor. Consumers are seeing Negroes on TV commercials, using various products and shopping Magazines are finding use for Negroes in advertisements and as models to advertise various products. Airlines have added color to their advertisements with integrated passengers. Not only do these methods lure the Negro market, they also prove that this is not a lily-white world.

The insurance companies have made the biggest inroads in the Negro market. The once high mortality rate among Negroes had decreased sharply and Negro companies are slipping behind their white competitors in their share of the market — both total insurance in force and insurance on Negro lives. According to **Business Week**, April 9, 1966, New York Metropolitan Life Insurance Company alone probably has more insurance on Negro lives than all the Negro companies combined. The bulk of Negro insur-

ance falls in the low value category, which is a declining portion of the insurance market. The middle-class professional groups of Negroes are now being wooed with insurance programs that were unheard of as late as 1955. Insurance men initiated their insurance program to Negroes with policies of twenty-five thousand dollars worth of life insurance on the spouse. Prior to the change in the mortality tables, only small face value policies were sold to Negroes.

Negroes benefit from this market directly only in small portions in relations to profit and loss. An alarming fact is that of the total goods and services consumed by Negroes, less than one-percent are produced by them. Negroes sell more goods and services than they produce. Development of raw materials into a finished product among Negroes is increasing, however the total is insignificant in relationship to the total market. Programs are being developed, spearheaded by organizations like the Urban League, and institutions, to bridge this gap. The stigma of "lack of faith" in the Negro entrepreneur is rapidly disappearing and financial institutions have found a new source for added revenues in this area. In essence, they are willing to assume risks that they normally would refuse.

Education is the key to the success of the Negro market. More students are enrolled in schools and colleges and the drop-out rate is decreasing. Negroes are entering technical fields in lieu of the traditional careers. The prospects for the future look bright.

Palmer Presents First NCTA Handbook



FIRST NCTA HANDBOOK PRESENTED BY EXECUTIVE SECRETARY—Left: E. B. Palmer, executive secretary, North Carolina Teachers Association presents the first edition of the NCTA Handbook, published in August 1966 to Dr. S. E. Duncan, immediate past president of NCTA. The book will be published through the office of the Executive Secretary, NCTA every two years as an instrument to assist leaders in the field of education with the program of the professional education.

The first edition was published in limited quantities and is available to local, district and state leaders. Many corrections regarding the contents of the handbook stand to be made. Such corrections should be directed to the office of the Executive Secretary, NCTA. The first edition will be revised this year.

Wedding Bells for NCTA Secretary

On Saturday, June 18, 1966, the Union Baptist Church, Durham, North Carolina, was the scene of a beautiful wedding. Miss Clementine McQuaig, who is employed by the North Carolina Teachers Association as secretary to the Executive Secretary, became the bride of Mr. Leon Douglas Parker, insurance agent for the North Carolina Mutual Life Insurance Company.

The impressive ceremony was performed by Dr. Grady Davis, minister of the Church.

Among the many guests who attended the wedding were



headquarters staff personnel: Mr. and Mrs. E. B. Palmer, Mr. W. C. Collins, Mrs. Della Perry, Mr. and Mrs. D. H. Keck. Also Misses Barbara Williamson and Elaine Jeffreys, who served as hostesses at the reception given by the bride's grandparents, Mr. and Mrs. Chester Clark and aunt, Mrs. Pauline Hart.

FLASH!

NCTA Board endorses "Libby" Koontz as a candidate for Vice-President, President-Elect NEA.

Proposed Budget

(Presented to the State Advisory Budget Commission September 24, 1966)

This budget was presented by the State Board of Education to the State Advisory Budget Commission on Saturday, September 24, 1966. Immediately following the Board's presentation, the United Forces for Education presented its proposed budget which was released in the 1966 Delegates Manual, NCTA. Your representative, E. B. Palmer, was in the UFE delegation making the presentation.

The State Board of Education is proposing the "B" Budget as an instrument to improve the quality of education in the State's public schools. This budget is directed toward the accomplishment of the following educational objectives:

I—Public Schools

Objective	Requested Appropriation	% of "B" Budget
I. Provide improved classroom teaching conditions so that children will have a better chance to learn	\$ 5,645,168	4.84
II. Secure and hold better qualified teachers and principals	72,295,142	61.93
III. Provide professional help for teachers to enable them to do a better job of teaching children	1,752,253	1.50
IV. Give teachers the tools they need in order to do a good job of teaching	13,675,048	11.72
V. Improve special services for the handicapped	813,264	.70
VI. Improve local educational leadership	1,334,597	1.14
VII. Improve State educational leadership under the State Board of Education	715,194	.61
VIII. Increase State financial help to local school units in school plant operations, transportation, and School Food Service	16,089,177	13.78
IX. Improve education by experimentation, research, special school and projects	4,415,326	3.78
Total — Public Schools	\$116,735,169	100

II—Community Colleges

Objective	Requested Appropriation	% of "B" Budget
I. Provide improved classroom teaching conditions so that students will have a better chance to learn	\$ 5,563,578	27.11
II. Secure and hold qualified faculty and other personnel	4,680,486	22.80
III. Provide operating funds for expanding existing programs, for new programs, and for new extension units	4,328,213	21.09
IV. Provide equipment for improving present programs, for new programs, and for new extension units	5,952,109	29.00
Total — Community Colleges	\$ 20,524,386	100

III—Department of Public Instruction

I. Improve State Educational Leadership ..	\$ 173,431	100
Total — State Board of Education and Department of Public Instruction ..	\$187,432,986	

DETAILED DESCRIPTION OF APPROPRIATION REQUESTS

I. Provide improved classroom teaching conditions so that students will have a better chance to learn

A. Provide additional specially allotted teachers for educable mentally retarded students. (200 the first year and 40 the second year)	\$ 3,225,858
B. Provide additional teachers for crippled children and for those who have speech and hearing handicaps. (30 the first year and 60 the second year)	483,978
C. Provide additional teachers for the high schools for instruction in home economics, trades and industries, distributive education, diversified and comprehensive vocational education, and office education (133 positions the first year and 235 the second year)	1,870,432
D. Provide teachers of home economics for adults (5 positions for each year)	65,000
Total	\$ 5,645,168

II. Secure and hold better qualified teachers and principals

A. Raise teachers' salaries by an average of 8.73% the first year and 17.58% the second year above the "A" budget as additional steps in making North Carolina salaries competitive with the national average. (Estimated 1965-66 North Carolina average—\$5,337, national average—\$6,506 from all sources; North Carolina ranks 40th)	\$ 65,842,728
B. Increase the rate of pay of substitute teachers from \$10 per day to \$15 per day which requires additional funds for sick leave and to provide sick leave for additional teachers	827,027
C. Compensate teachers for work with student teachers by \$50 per student teacher	675,000
D. Extend the term of principals by one-half month from the present 10, 10½, and 11 months	1,737,615
E. Provide a salary increase for principals of 5% in 1967-68 and 10% in 1968-69 above the "A" budget	2,812,111
F. Provide additional scholarships for students preparing to teach (300 the first year and 600 the second year)	315,000
G. Extend the term of teachers of diversified and comprehensive vocational education from 9½ to 10 months. (120 the first year and 130 the second year)	85,661
Total	\$ 72,295,142

III. Provide professional help for teachers to enable them to do a better job teaching children

A. Extend the term of supervisors from 10 to 10½ months	\$ 232,001
B. Provide a salary increase for supervisors of 5% for the first year and 10% for the second year over the "A" budget	365,557
C. Expand and improve the in-service education program for teachers in critical subject areas under the National Defense Education Act. (Total \$160,000, Less \$80,000 Federal)	80,000
D. Provide additional teacher training in vocational education	111,845
E. Provide additional local directors of vocational education (30 the first year and 60 the second year)	490,725
F. In-service training and summer conferences for teachers of vocational education	141,915
G. Expand services in education by television to include art, music, foreign languages, and primary grade instruction in the elementary school, and government/world geography, seventh and eighth grade English-history and secondary school music	330,210
Total	\$ 1,752,253

IV. Give teachers and students the tools they need

A. Provide additional funds for new adoptions of elementary basal textbooks	\$ 6,384,893
B. Provide \$5 per year per high school pupil from State funds for basal and supplementary textbooks and prohibit the charging of high school textbook fees	3,193,095
C. Provide funds to increase the allotment for instructional supplies from \$1.75 to \$3 per pupil to more adequately meet the need and prohibit the charging of fees	2,961,060
D. Provide teaching materials in the vocational education areas	136,000
E. Assist the counties and cities in providing adequate equipment for an expanded program of vocational education in the high schools	1,000,000
Total	\$ 13,675,048

V. Improve special services for the handicapped

A. Increase State aid for Vocational Rehabilitation to provide for services to more of the disabled citizens of the State (Total \$3,653,488, Less Federal share, \$2,743,163, Less share by Department of Mental Health \$96,621, Net State \$813,264)	\$ 813,264
---	------------

VI. Improve local educational leadership

A. Provide salary increases for superintendents and assistant superintendents of 10% for 1967-68 and an additional 5% for 1968-69	\$ 762,918
B. Increase the allotment formula for attendance counselors and clerks in superintendents' and principals' offices by 5% for 1967-68 and 10% for 1968-69 over "A" budget and increase the salary schedule for property and cost clerks by the same percentages over the salary schedule for 1966-67	571,679
Total	\$ 1,334,597

VII. Improve State educational leadership under the State Board of Education

A. Improve fiscal services in the Controller's Office	\$ 172,680
B. Improve State services in vocational education	180,600
C. Improve State level services to local school units in school planning	44,199
D. Expand State level services for the handicapped under Vocational Rehabilitation (Total \$1,270,388, Less Federal share \$974,097, Net State \$296,291)	296,291
E. Provide more adequately for State level services for expansion of in-school television programs	9,064
F. Provide for additional administration and supervision of the program for professional improvement of teachers	12,360
Total	\$ 715,194

VIII. Increase State financial help to local school units in plant operation, transportation, and school food service

A. Extend the employment of janitors from 9½ school months to 10 calendar months	\$ 710,597
B. Provide general salary increases for janitors and maids of 5% for 1967-68 and an additional 5% increase for 1968-69, plus additional costs to raise janitors to a minimum of \$1.25 per hour and maids to \$1.00 per hour	5,905,367
C. Provide for improvement in allotments for fuel, water, light, and power	2,072,893
D. Increase the salary schedule of mechanics by 5% for 1967-68 and 10% for 1968-69 over the "A" budget	459,770

E. Provide funds for transportation of pupils within municipal corporate limits who reside 1½ miles or more from school (54,429 pupils the first year and 56,606 pupils the second year at \$13 each)	1,443,455
F. Provide increase of salaries for bus drivers from \$30 to \$40 per month	1,718,595
G. Provide funds for allotment to school units of 1½ cents per lunch served to assist with salaries of School Food Service Directors and to increase wage of school food service personnel	3,778,500
Total	\$ 16,089,177
IX. Improve education by experimentation, research, special schools, and projects	
A. Provide funds for the continuation of the comprehensive school improvement program in the primary grades. (300 schools)	\$ 3,142,867
B. Provide funds for continuation of 60 performances each of the Shakespeare (\$52,000) and Sandburg (\$30,000) projects	82,000
C. Provide funds for the continuation of the Governor's School for highly gifted secondary school students	390,459
D. Provide funds to initiate pilot kindergarten projects in each of the eight educational districts	800,000
Total	\$ 4,415,326
Total Public Schools	\$116,735,169
II—COMMUNITY COLLEGES	
I. Provide improved classroom teaching conditions so that students will have a better chance to learn	
A. Provide funds to reduce the teacher-student ratio from 1 for 22 to 1 for 18 on "A" budget (333 positions required first year and 421½ positions the second year)	\$ 5,563,578

II. Secure and hold qualified faculty and other personnel	
A. Provide funds for salary increases equivalent to 10% to equalize average salaries of teachers and other personnel among the various institutions and not to be applied as a 10% general across-the-board increase	\$ 4,680,486
III. Providing operating funds for expanding existing programs, for new programs, and for new extension units	
A. To provide for expansion of the New Industry Program	\$ 500,000
B. To provide new programs in existing institutions (Total \$2,016,387, Less Institutional Receipts \$299,516)	1,716,871
C. To provide operating funds for eight new extension units (Total \$1,852,214, Less Institutional Receipts \$141,648)	1,710,566
D. To provide for a program for prison inmates	400,776
Total	\$ 4,328,213
IV. Provide equipment for improving present programs, for new programs, and for new extension units	
A. Equipment needed to bring existing programs and supporting facilities up to approved standards	\$ 3,077,327
B. Equipment needed to provide for new vocational and technical programs in existing institutions and provide for conversion of Guilford and Wayne Technical Institutes to community colleges and Craven County Extension Unit to a technical institute	2,104,806
C. Equipment needed to provide for eight new extension units	769,976
Total	\$ 5,952,109
Total Community Colleges	\$ 20,524,386
III—DEPARTMENT OF PUBLIC INSTRUCTION	
I. Improve State educational leadership	
Total—State Board of Education and Department of Public Instruction	\$ 173,431
Total	\$137,432,986

The Million Dollar Fund

As of August 9, 1966	
From 1965 NEA-NCTA Leadership Conference	\$ 170.75
Total Receipts and Deposits	\$ 5,489.00
Transmitted to NEA	5,477.50
Balance	11.50
Sub Total	\$5,648.25
Contributions sent thru this Office - Not to be deposited, but sent to NEA	585.00
TOTAL TO NEA-MDF	\$6,233.25
NCTA-MDF GOAL	\$12,715.00
Amount Transmitted	6,233.25
Balance to achieve Goal	\$ 6,481.75

DISTRICTS and AMOUNTS

COASTAL PLAIN	AMOUNT
CARTERET COUNTY	\$ 146.00
CRAVEN COUNTY	147.00
New Bern Unit	162.00
DUPLIN COUNTY	181.50
GREENE COUNTY	276.00
JONES COUNTY	80.00
LENOIR COUNTY	54.00
Kinston Unit	77.40
NEW HANOVER CO.	
ONSLOW COUNTY	
PAMLICO COUNTY	
PENDER COUNTY	
WAYNE COUNTY	
Fremont Unit	
Goldsboro Unit	
O'Berry School	
TOTAL	\$1,123.90
NORTHEASTERN	AMOUNT
BEAUFORT COUNTY	\$ 124.03
Washington Unit	91.50
BERTIE COUNTY	20.00
CAMDEN COUNTY	59.00
CHOWAN COUNTY	164.00
Edenton Unit	61.00
CURRITUCK COUNTY	485.00
DARE COUNTY	
GATES COUNTY	
HERTFORD COUNTY	
HYDE COUNTY	
MARTIN COUNTY	
PASQUOTANK COUNTY	
Elizabeth City Unit	
Elizabeth City State College	
PERQUIMANS COUNTY	
PITT COUNTY	275.00
Greenville Unit	82.00
TYRELL COUNTY	8.00
WASHINGTON COUNTY	
TOTAL	\$1,369.50
EAST PIEDMONT	AMOUNT
Durham City Unit	\$ 25.00

N. C. College	
Franklin City Unit	
GRANVILLE-OXFORD COUNTY	156.00
VANCE-HENDERSON COUNTY	89.10
WAKE COUNTY	78.00
Raleigh Unit	
Shaw University	
St. Augustine's College	
Governor Morehead School	
State Department Unit	
Raleigh at Large	
NCTA Headquarters	14.00
WARREN COUNTY	
TOTAL	\$ 362.00
PIEDMONT	AMOUNT
ALAMANCE COUNTY	\$ 122.00
Burlington Unit	
CASWELL COUNTY	
CHATHAM COUNTY	
DURHAM COUNTY	
FRANKLIN COUNTY	
GUILFORD COUNTY	
Greensboro Unit	
High Point Unit	126.00
A & T College	
Palmer Memorial Institute	
LEE COUNTY	
MOORE COUNTY	
Pinehurst Unit	
Southern Pines	
ORANGE COUNTY	48.50
Chapel Hill Unit	111.00
PERSON COUNTY	
RANDOLPH-ASHEBORO COUNTY	
RICHMOND COUNTY	
Hamlet Unit	
Rockingham Unit	
Morrison Training School	
ROCKINGHAM COUNTY	
Leaksville Unit	
Madison-Mayodan Unit	
Reidsville Unit	
SCOTLAND COUNTY	124.00
LAURINBURG UNIT	
TOTAL	\$ 431.50

NORTH CENTRAL		AMOUNT
EDGECOMBE COUNTY	\$	78.00
Tarboro Unit		17.00
HALIFAX COUNTY		39.00
Roanoke Rapids		
Weldon Unit		
JOHNSTON COUNTY		
NASH COUNTY		
Rocky Mount Unit		82.00
NORTHAMPTON COUNTY		94.00
WILSON COUNTY		
Elm City Unit		
Wilson City Unit		
TOTAL	\$	310.00
SOUTHEASTERN		AMOUNT
BLADEN COUNTY	\$	
BRUNSWICK COUNTY		54.50
COLUMBUS COUNTY		
Whiteville Unit		
CUMBERLAND COUNTY		
Fayetteville City Unit		
Fayetteville State College		
HARNETT COUNTY		
HOKE COUNTY		
Leonard Training School Unit		
ROBERSON COUNTY		243.00
Fairmont Unit		
Lumberton Unit		84.00
Maxton Unit		
Red Springs Unit		33.00
Saint Pauls Unit		36.00
SAMPSON COUNTY		
Clinton Unit		
TOTAL	\$	450.50
SOUTHWESTERN		AMOUNT
AVERY COUNTY	\$	
BUNCOMBE-ASHEVILLE COUNTY		98.00
BURKE COUNTY		16.00
CALDWELL-LENOIR COUNTY		
CATAWBA COUNTY		
Andrews Unit		
Murphy Unit		
CLEVELAND COUNTY		208.50
GASTON COUNTY		
Gastonia Unit		120.00
Cherryville Unit		
HAYWOOD-CANTON COUNTY		
Hendersonville Unit		
JACKSON COUNTY		
LINCOLN COUNTY		
Lincolnton Unit		
MACON COUNTY		
MADISON COUNTY		
MCDOWELL COUNTY		
Marion Unit		11.00
MECKLENBURG-CHARLOTTE COUNTY		657.00
Johnson C. Smith University		
POLK COUNTY		
RUTHERFORD COUNTY		
SWAIN COUNTY		
TRANSYLVANIA COUNTY		
WATAUGA COUNTY		
YANCEY COUNTY		
CHEROKEE COUNTY		
TOTAL	\$	1,110.50
WESTERN		AMOUNT
ALEXANDER COUNTY	\$	13.00
ALLEGHANY COUNTY		
ANSON COUNTY		
Morven Unit		
Wadesboro Unit		
ASHE COUNTY		
Barber-Scotia College		
CABARRUS TRI-SCHOOL SYSTEM		28.00
DAVIDSON COUNTY		
DAVIE COUNTY		
Forsyth/Winston-Salem Unit		293.00
Winston-Salem State College		5.00
IREDELL COUNTY		36.00
Mooreville Unit		
Statesville Unit		
MONTGOMERY COUNTY		
ROWAN COUNTY		97.50
Salisbury Unit		
Livingstone College		
STANLY-ALBEMARLE UNIT		
STOKES COUNTY		
SURRY COUNTY		39.00
UNION COUNTY		15.00
Monroe Unit		68.00
WILKES COUNTY		26.00
YADKIN COUNTY		14.00
TOTAL	\$	889.50

Available on Loan

All of the following tapes are available for loan free of charge with the stipulation that they be returned within a reasonable amount of time at the expense of the borrower.

Requests for tape(s) or further information should be addressed to:

Tapes Officer
Office of Media Services
Department of State
Washington, D. C. 20520

*Why We Are In Viet Nam—Secretary of State Dean Rusk

Part I of Secretary Rusk's prepared statement before the Senate Foreign Relations Committee on February 18, 1966.—23 minutes

*What We Seek In Viet Nam—Secretary of State Dean Rusk

Part II of Secretary Rusk's prepared statement before the Senate Foreign Relations Committee on February 18, 1966.—17 minutes

*The Question of Viet Nam in Foreign Policy

Planning—Walt W. Rostow, Special Assistant to the President and former Counselor of the Department of State and Chairman of the Policy Planning Council.

Mr. Rostow discusses and analyses the situation in Viet Nam in an historical perspective and relates this to foreign policy planning for the entire world.—28 minutes

The Panama Canal: Its History and Problems—

Edward Clark, Director, Office of Panamanian Affairs

Mr. Clark traces the history of United States relations with Panama from signing of the 1903 Panama Canal Treaty down to the present day. He describes present proposals for a new sea-level canal and speculates on the economic effects which such a canal will have in Panama.—28 minutes

Brazil Today—Ralph Burton, AID Mission Director, Nicaragua, (Former Director, Office of Brazilian Affairs).

Mr. Burton casts light on the problems of Brazil today through an analysis of the recent history of the country and the men who have made it and outlines United States policy towards Brazil.—28 minutes

Communism in Latin America—John H. Crimmins, Deputy Chief of Mission to the Dominican Republic, (Former Co-ordinator, Office of the Co-ordinator of Cuban Affairs)

Beginning with a description of the Alliance for Progress, Mr. Crimmins turns to Communist tactics in Latin America and concludes with comments on recent reverses for Fidelismo in the area.—28 minutes

1965-66 Membership Report

Any Errors or Omissions Will Be Gladly Corrected

COUNTY and CITY UNITS	No. Teachers and Prin.	No. Enrolled NCTA	Per Cent NCTA	No. Enrolled NEA	Per Cent NEA
COASTAL PLAIN DISTRICT					
CARTERET COUNTY	49	35	71%	35	71%
CRAVEN COUNTY	96	96	100%	96	100%
New Bern Unit	78	64	82%	64	82%
DUPLIN COUNTY	174	163	94%	163	94%
GREENE COUNTY	97	98	100%	98	100%
JONES COUNTY	64	64	100%	62	97%
LENOIR COUNTY	163	159	98%	163	100%
Kinston Unit	112	115	100%	117	100%
NEW HANOVER COUNTY	212	199	94%	204	96%
ONSLOW COUNTY	110	98	89%	94	85%
PAMLICO COUNTY	44				
PENDER COUNTY	105	100	95%	97	95%
WAYNE COUNTY	164	173	100%	170	100%
Fremont Unit	5				
Goldsboro Unit	135	150	100%	146	100%
O'Berry School					
EAST PIEDMONT DISTRICT					
DURHAM CITY UNIT	306	258	84%	244	80%
N. C. COLLEGE	14				
FRANKLINTON CITY UNIT	29	29	100%	29	100%
GRANVILLE CO. - OXFORD	168	152	90%	152	90%
VANCE CO. - HENDERSON UNIT	173	177	100%	170	98%
WAKE COUNTY	284	308	100%	300	100%
Raleigh Unit	213	219	100%	212	100%
Shaw University		1			
St. Augustine's College		12			
Governor Morehead School		8			
State Department Unit		1			
Raleigh at Large	5				
WARREN COUNTY	129	97	78%	64	50%
WESTERN CENTRAL DISTRICT					
EDGECOMBE COUNTY	181	192	100%	191	100%
Tarboro Unit	62	63	100%	63	100%
HALIFAX COUNTY	258	167	65%	125	48%
Roanoke Rapids Unit	38	44	100%	24	63%
Weldon Unit	52	57	100%	57	100%
JOHNSTON COUNTY	176	168	95%	118	67%
NASH COUNTY	207	225	100%	226	100%
Rocky Mount Unit	127	132	100%	105	83%
NORTHAMPTON COUNTY	183	199	100%	197	100%
WILSON COUNTY	85	83	98%	83	98%
Elm City Unit	40	40	100%	40	100%
Wilson City Unit	133	133	100%	133	100%
NORTHEASTERN DISTRICT					
BEAUFORT COUNTY	83	51	61%	10	12%
Washington Unit	77	77	100%	77	100%
BERTIE COUNTY	168	172	100%	168	100%
CAMDEN COUNTY	29	27	93%	26	90%
CHOWAN COUNTY	12	10	83%		
Edenton Unit	55	57	100%	57	100%
CURRITUCK COUNTY	26	22	85%	21	77%
DARE COUNTY	4	3	75%	3	75%
GATES COUNTY	54	59	100%	59	100%
HERTFORD COUNTY	163	160	98%	158	81%
HYDE COUNTY	34	36	100%	36	100%
MARTIN COUNTY	160	152	95%	140	88%
PASQUOTANK COUNTY	33	45	100%	45	100%
Elizabeth City Unit	67	55	82%	54	86%
Elizabeth City State College	4	4			
PERQUIMANS COUNTY	48	54	100%	54	100%
PITT COUNTY	267	267	100%	267	100%
Greenville Unit	79	82	100%	82	100%
TYRRELL COUNTY	27	24	89%	24	89%
WASHINGTON COUNTY	73	67	92%	66	90%
PIEDMONT DISTRICT					
ALAMANCE COUNTY	110	98	89%	100	90%
Burlington Unit	77	68	88%	67	87%
CASWELL COUNTY	113	114	100%	113	100%
CHATHAM COUNTY	104	111	100%	110	100%
DURHAM COUNTY	117	114	97%	1	9%
FRANKLIN COUNTY	115	99	86%	15	13%
GUILFORD COUNTY	117	104	89%	117	100%
Greensboro Unit	324	337	100%	343	100%
High Point Unit	133	137	100%	131	97%
A. & T. College		19			
Bennett College		1			
Palmer Memorial Institution					
LEE COUNTY	81	75	93%	74	91%
MOORE COUNTY	72	76	100%	75	100%
Pinehurst Unit	14	13	93%	12	92%
Southern Pines Unit	31	33	100%	33	100%
ORANGE COUNTY	72	62	86%	54	75%
Chapel Hill Unit	48	46	96%	44	92%
PERSON COUNTY	106	111	100%	111	100%
RANDOLPH CO. - ASHEBORO	58	5	9%		

COUNTY and CITY UNITS	No. Teachers and Prin.	No. Enrolled NCTA	Per Cent NCTA	No. Enrolled NEA	Per Cent NEA
RICHMOND COUNTY	62	65	100%	65	100%
Hamlet Unit	47	49	100%	29	62%
Rockingham Unit	31	32	100%	32	100%
Morrison Training School	21	21	100%		
ROCKINGHAM COUNTY	43	48	100%	48	100%
Leaksville Unit	35	36	100%	35	100%
Madison-Mayodan Unit	27	28	100%	28	100%
Reidsville Unit	66	69	100%	60	90%
SCOTLAND COUNTY	138	115	83%	59	42%
Laurinburg Unit					
SOUTHEASTERN DISTRICT					
BLADEN COUNTY	156	151	97%	138	89%
BRUNSWICK COUNTY	91	88	97%	85	93%
COLUMBUS COUNTY	175	163	93%	163	93%
Whiteville Unit	43	43	100%	43	100%
CUMBERLAND COUNTY	193	206	100%	206	100%
Fayetteville City Unit	194	211	100%	207	100%
Fayetteville State College	75	64	85%	41	54%
HARNETT COUNTY	150	133	89%	133	89%
HOKE COUNTY	87	79	91%	73	84%
Leonard Training School Unit		19			
ROBESON COUNTY	104	97	93%	95	91%
Fairmont Unit	37	47	100%	45	100%
Lumberton Unit	61	68	100%	68	100%
Maxton Unit	33	36	100%	34	100%
Red Springs Unit	33	34	100%	33	100%
Saint Paul Unit	35	36	100%		
SAMPSON COUNTY	156	158	100%	158	100%
Clinton Unit	55	54	98%	56	100%
SOUTHWESTERN DISTRICT					
AVERY COUNTY	2				
BUNCOMBE-ASHEVILLE UNIT	125	136	100%	133	100%
BURKE COUNTY	41	23	56%	22	51%
CALDWELL - LENOIR UNIT	43	23	53%	18	42%
CATAWBA COUNTY	91	72	79%	30	33%
Andrews Unit	1				
Murphy Unit	3				
CLEVELAND COUNTY	189	177	94%	177	94%
GASTON COUNTY	110	108	98%	105	95%
Gastonia Unit	69	43	62%	35	46%
Cherryville Unit	15	15	100%		
HAYWOOD COUNTY - CANTON	11	11	100%	11	100%
Hendersonville Unit	24				
JACKSON COUNTY	5				
LINCOLN COUNTY	33	33	100%	27	82%
Lincolnton Unit	6				
MACON COUNTY	3				
MADISON COUNTY	1				
MCDOWELL COUNTY	16	13	81%	12	75%
Marion Unit	865	688	80%	663	77%
MECKLENBURG CO./CHARLOTTE					
Johnson C. Smith University	14	11	79%	11	79%
POLK COUNTY	64	64	100%	64	100%
RUTHERFORD COUNTY	1				
SWAIN COUNTY	7				
TRANSLYVANIA COUNTY	3				
WATAUGA COUNTY	1				
YANCEY COUNTY					
CHEROKEE COUNTY					
WESTERN DISTRICT					
ALEXANDER COUNTY	15	13	87%		
ALLEGHANY COUNTY	2				
ANSON COUNTY	88	84	95%	80	91%
Morven Unit	28	27	96%	2	7%
Wadesboro Unit	40	39	98%	14	35%
ASHE COUNTY	3	1	33%		
Barber-Scotia College					
CABARRUS TRI-SCHOOL SYS.	125	103	82%	89	71%
DAVIDSON COUNTY	95	91	96%	91	96%
DAVIE COUNTY	25	24	96%	24	96%
FORSYTH/WINSTON-					
SALEM UNIT	526	501	95%	518	98%
Winston-Salem State College		32		27	
IREDELL COUNTY	61	65	100%	65	100%
Mooresville Unit	19	19	100%	19	100%
Statesville Unit	46	46	100%	45	98%
MONTGOMERY COUNTY	111	112	100%	58	97%
ROWAN COUNTY	111	112	100%	108	97%
Salisbury Unit	54	57	100%		
Livingstone College		20		7	
STANLY-ALBEMARLE UNIT	58	50	86%	46	79%
STOKES COUNTY	26	22	85%	22	85%
SURRY COUNTY	30	24	80%	24	80%
UNION COUNTY	65	63	97%	57	88%
Monroe Unit	34	35	100%	35	100%
WILKES COUNTY	29	29	100%	25	86%
YADKIN COUNTY	18	14	78%	16	61%

Lehman Fund Scholars from North Carolina

As a part of the cooperative and constructive efforts of the North Carolina Teachers Association in assisting Negro students in their college study program, the following students have received scholarships from the Herbert Lehman Education Fund:

- | | | |
|---|---|--|
| 1. Mr. Napoleon F. Abraham
3012 Colfax Street
Charlotte, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Junior | 11. Mr. Reginald A. Hawkins, Jr.
1703 Madison Avenue
Charlotte, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Freshman | 21. Mr. Bradford T. Thompson
511 Weaver Drive
Goldsboro, North Carolina
North Carolina State University
Raleigh, North Carolina
Junior |
| 2. Mr. Kelly M. Alexander, Jr.
2128 Senior Drive
Charlotte, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Freshman | 12. Mr. Delton R. Holloway
2118 Cheek Road
Durham, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Freshman | 22. Mr. Melvin L. Watt
Route 4, Box 421, B-5
Charlotte, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Senior |
| 3. Mr. Arthur J. Clement
206 Pekoe Street
Durham, North Carolina
North Carolina State University
Raleigh, North Carolina
Freshman | 13. Mr. Kenneth M. Johnson
Route 2, Box 176
Shallotte, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Freshman | 23. Miss Brenda S. White
Apt. 9F, Mitchell Wooten Courts
Kinston, North Carolina
University of North Carolina
Greensboro, North Carolina
Senior |
| 4. Miss Ora Lee Clemmons
P. O. Box 101
Southport, North Carolina
East Carolina College
Greenville, North Carolina
Freshman | 14. Mr. Adrian Leon King
1124 E. Gordon Street
Kinston, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Sophomore | 24. Miss Letha L. White
510 East Stadium Drive
Goldsboro, North Carolina
University of North Carolina
Greensboro, North Carolina
Sophomore |
| 5. Miss Elizabeth A. Edens
Route #3
Mosheim, Tennessee
Bennett College
Greensboro, North Carolina
Freshman | 15. Miss Helen L. Lewis
Route 1, Box 2
Tarboro, North Carolina
University of North Carolina
Greensboro, North Carolina
Freshman | |
| 6. Miss Ada M. Fisher
114 Nelson Street
Durham, North Carolina
University of North Carolina
Greensboro, North Carolina
Freshman | 16. Mr. Douglas M. Lunsford
113 D Hunt Street
Durham, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Freshman | |
| 7. Mr. Larry L. Folks
817 Chestnut Street
Kinston, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Junior | 17. Miss Dorothy L. Moore
419 South Pearl Street
Troy, North Carolina
University of North Carolina
Greensboro, North Carolina
Sophomore | |
| 8. Miss Lucinda E. Gantt
3101 Fairbrook Drive
Charlotte, North Carolina
University of North Carolina
Charlotte, North Carolina
Senior | 18. Miss Thomisene Oliver
1906 Fairmont Road
Lumberton, North Carolina
University of North Carolina
Greensboro, North Carolina
Sophomore | |
| 9. Mr. James A. Garriss
P. O. Box 8
Powellsville, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Sophomore | 19. Mr. Melvin B. Phifer
Route 4, Box 118
Charlotte, North Carolina
University of North Carolina
Chapel Hill, North Carolina
Junior | |
| 10. Miss Mary C. Hargrove
P. O. Box 516
Maxton, North Carolina
University of North Carolina
Greensboro, North Carolina
Freshman | 20. Miss Cynthia L. Scruggs
710 Edwards Street
Wilson, North Carolina
East Carolina College
Greenville, North Carolina
Sophomore | |

Visit Your Schools November 6 - 12 AMERICAN EDUCATION WEEK

AEW is sponsored by the National Education Association, the National Congress of Parents and Teachers, the American Legion, and the U. S. Office of Education.

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

(Act of October 23, 1962; Section 4369, Title 39, United States Code)

Publisher:

File two copies of
this form with your postmaster.

1. DATE OF FILING
October 6, 1965
2. TITLE OF PUBLICATION
North Carolina Teachers Record
3. FREQUENCY OF ISSUE
Quarterly (January, March, May, and October)
4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, city, county, state, zip code)
125 E. Hargett Street, Raleigh, North Carolina; Wake County; 27601
5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers)
125 E. Hargett Street, Raleigh, North Carolina

6. NAMES AND ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR

PUBLISHER (Name and address)
North Carolina Teachers Association, 125 E. Hargett Street, Raleigh, North Carolina

EDITOR (Name and address)
Mr. E. B. Palmer, 125 E. Hargett Street, Raleigh, North Carolina

MANAGING EDITOR (Name and address)
Mrs. Thelma Keck, 125 E. Hargett Street, Raleigh, North Carolina

7. OWNER (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given.)

NAME	ADDRESS
N. C. Teachers Association, Inc.	125 E. Hargett Street, Raleigh, North Carolina

8. KNOWN BONDHOLDERS, MORTGAGEES, AND OTHER SECURITY HOLDERS OWNING OR HOLDING 1 PERCENT OR MORE OF TOTAL AMOUNT OF BONDS, MORTGAGES OR OTHER SECURITIES (If there are none, so state)

NAME	ADDRESS
Mechanics and Farmers Bank	13 E. Hargett St., Raleigh, N. C.

9. Paragraphs 7 and 8 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, also the statements in the two paragraphs show the affiant's full knowledge and belief as to circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner. Names and addresses of individuals who are stockholders of a corporation which itself is a stockholder or holder of bonds, mortgages or other securities of the publishing corporation have been included in paragraphs 7 and 8 when the interests of such individuals are equivalent to 1 percent or more of the total amount of the stock or securities of the publishing corporation.

10. THIS ITEM MUST BE COMPLETED FOR ALL PUBLICATIONS EXCEPT THOSE WHICH DO NOT CARRY ADVERTISING OTHER THAN THE PUBLISHER'S OWN AND WHICH ARE NAMED IN SECTIONS 132.231, 132.232, AND 132.233, POSTAL MANUAL (Sections 4355a, 4355b, and 4356 of Title 39, United States Code)

	Average No. Copies Each Issue During Preceding 12 Months	Single Issue Nearest To Filing Date
A. TOTAL NO. COPIES PRINTED (Net Press Run)	13,700	13,700
B. PAID CIRCULATION		
1. SALES THROUGH DEALERS AND CARRIERS, STREET VENDORS AND COUNTER SALES		
2. MAIL SUBSCRIPTIONS	13,324	13,324
C. TOTAL PAID CIRCULATION	13,324	13,324
D. FREE DISTRIBUTION (including samples) BY MAIL, CARRIER OR OTHER MEANS	300	300
E. TOTAL DISTRIBUTION (Sum of C and D)	13,624	13,624
F. OFFICE USE, LEFT-OVER UNACCOUNTED, SPOILED AFTER PRINTING	76	76
G. TOTAL (sum of E and F—should equal press run shown in A)	13,700	13,700

I certify that the statements made by me above are correct
and complete.

(Signature of editor, publisher, business manager, or owner)
ELLIOTT B. PALMER

5th Annual Meeting, January 21, 1967, Downtowner Motor Inn, Raleigh

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Two Consecutive Years

How Much Have You Saved With Us To Help
Make You Or Your Fellow Teacher A Loan?

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee **must be** via certified, cashier's check or money order.

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1965, approximately 86% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

Cool it. Ice-cold Coca-Cola
has the taste you never get tired
of. Always refreshing. That's
why things go better with
Coke after Coke after Coke.

TRADE-MARK ®

TRADE-MARK ®

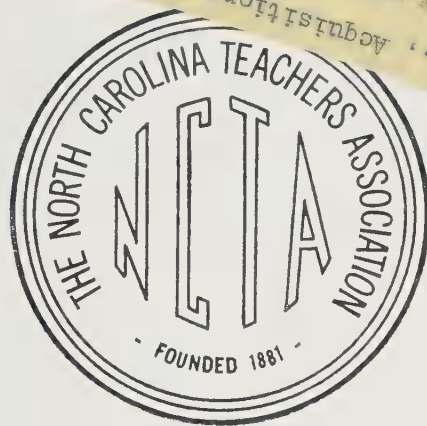
TRADE-MARK ®



Coca-Cola and "Coke" are registered trade marks which identify only the product of The Coca-Cola Company.

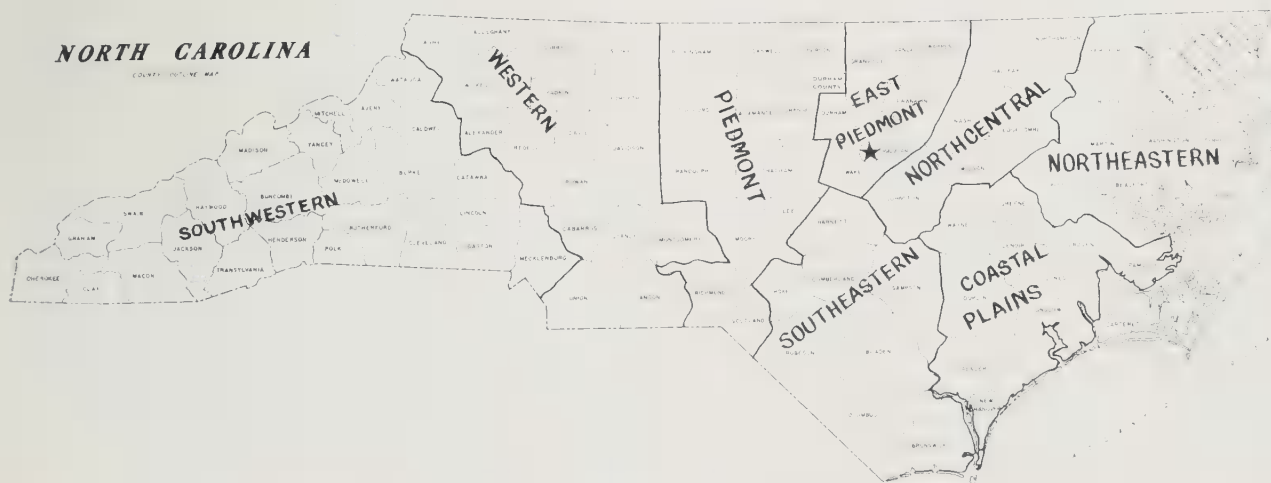
Teachers Record

0370.5
N86t2
OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION



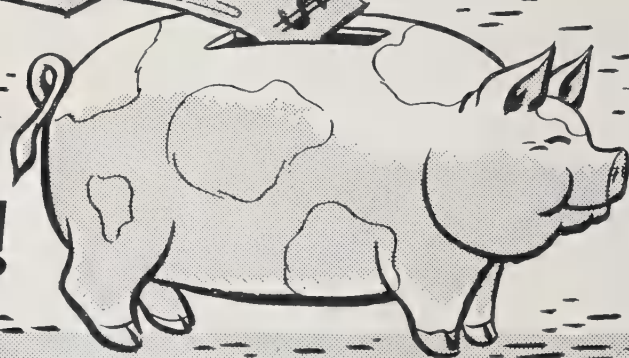
Serials Sec., Acquisitions Dept.
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, N. C. 27515

FEB 2 1967



Spotlighting Our Eight Districts

SAVE MONEY!



We Work Fast at N.C.S.B.D

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

ESEA and NDEA orders for books of the publishers listed below may be sent to us to save **TIME, OFFICE WORK** and **MONEY**. We make very prompt shipments.

Addison-Wesley Publishing Co.
Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett, Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Garrard Publishing Co.

Ginn and Co.
Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
G & C Merriam Publishing Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Spencer International Press
Summey-Birchard Co.
Steck-Vaughan Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-SIX YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to the school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1967

North Carolina
SCHOOL BOOK DEPOSITORY
INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.

ELLIOTT B. PALMER
Executive Secretary, and Editor

THELMA M. KECK
Managing Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

THIS MONTH'S COVER

Spotlighting
our Eight Districts

The NCTA Symbol; and the North Carolina Map Outline which indicates the location of each of our eight districts.

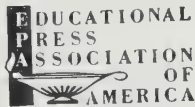
* * *

Subscription price \$1.50 a year

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 East Hargett Street, Raleigh, North Carolina.



Entered as second class matter January 15, 1930, at the post office, Raleigh, N. C. under the Act of March 3, 1879.

Thirteen Thousand Seven
Hundred Copies.

North Carolina

Teachers Record

Official Publication of the North Carolina
Teachers Association

VOLUME XXXVII JANUARY, 1967 NUMBER 1

CONTENTS

	Page
Special	
With Our Districts	3
About the Hammocks	19
Administrators and Supervisors Meet	20
First State Workshop — Future Teachers	25
National Teacher Examination Requirements	27
On Merger — Louisiana State Associations	30
State Conference on Faculty Desegregation	34
Ethics — Opinions	46
Articles	
8MM Continuous Loop Films	16
Readiness — A Prerequisite to Learning	17
The Impact of "Modern Mathematics" in Secondary and Elementary Schools	18
A New Teacher	43
General	
Classroom Teachers Meetings	26
Letters to the Editor	32
Annual Conference — National Association for Gifted Children Set	33
Scholarships	36 - 39 - 42
NCTA Credit Union	48
Advertisers	
N. C. School Book Depository	Inside Front Cover
Noble and Noble	26
Sunshine Art Studios, Inc.	43
Wrigley's	45
Guidance Counselor With Stripes On	Outside Back Cover

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. Rudolph Jones, President Fayetteville
 Mrs. Ruth B. Jones, Vice President Rocky Mount
 Dr. Nelson H. Harris, Treasurer Raleigh
 Mrs. Edythe R. Tweedy, Recording Secretary Rocky Mount

SPECIAL OFFICERS

Dr. S. E. Duncan
 Immediate Past President Salisbury
 Mrs. Dorothy Jackson
 President, Association of Classroom Teachers Wilmington
 John H. Lucas
 State NEA Director Durham
 Mrs. Elizabeth D. Koontz
 Immediate Past President
 NEA Department of Classroom Teachers Salisbury

ELECTED MEMBERS

G. A. Page, Raeford
 D. F. Walker, Edenton
 S. O. Jones, Greensboro
 Mrs. L. P. Burton, Asheville
 Mrs. L. B. Daniel, Raleigh
 T V. Foster, Jr., Rocky Mount
 W. O. T. Fleming, Salisbury
 J. H. Wooten, Goldsboro

DISTRICT PRESIDENTS

Coastal Plain A. C. Crowder, Goldsboro
 East Piedmont Mrs. Eva M. Pratt, Durham
 North Central T. M. Ringer, Nashville
 Northeastern Mrs. Elizabeth Byrd, Edenton
 Piedmont Vance Chavis, Greensboro
 Southeastern L. G. Muldrow, Reiglewood
 Southwestern Mrs. Beth Wallace, Charlotte
 Western B. N. Cook, Winston-Salem

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Dorothy Jackson, Wilmington
 A. Department of Elementary Teachers—Mrs. Ruby Manley, Ahoskie
 1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
 2. Section of Grammar Grade Teachers—Mrs. Ruby J. Manley, Ahoskie
 B. Department of Secondary Teachers—Robert W. Boley, New Bern
 1. Section of English Teachers—C. C. Lipscomb, Raleigh
 2. Section of Foreign Language Teachers—Mrs. Cynthia Smith, Durham
 3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
 4. Section of Mathematics and Science Teachers—Delmours R. Ingram, Raleigh
 C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
 D. Department of Retired Teachers—(Unreported)
 A. Department of Home Economics Teachers—Mrs. Bernice T. Graham, Badin
 B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
 C. Department of Industrial Education Teachers—R. D. Smith, Chapel Hill
 1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
 D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
 E. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
 1. Section of Driver Education—Isaac Barnett, Greensboro
 F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
 1. Section of Educational Secretaries—Mrs. Millie Veasey, Raleigh
 G. Department of Extension Education (with Vocational Agriculture)
 H. Department of Librarians—Mrs. Arabella Bryant, New Bern
 I. Department of Guidance—Mrs. Alice Solomon, Raleigh
 J. Department of Bible Teachers—Mrs. Eva Merritt Pratt, Durham

REMINDER

To:

Division, Department, and Section Chairmen

Please get your **complete** Convention Program to us not later than February 10, 1967. We plan to get the March issue of the N. C. Teachers Record to you by March 10.

The NCTA State Convention Date is March 16 - 17, 1967

Place: Civic Center and Jack Tar Hotel, Durham, N. C.

Theme: Individual Commitment to Professional Excellence

Please send to headquarters names of your NCTA and NEA Convention Delegates.

K. Department of Art Teachers—Mrs. Helen Daniel, Durham
 L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville
 Division of School Administrators and Supervisors—A. C. Crowder, Goldsboro
 A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
 B. Department of Principals—J. H. Twitty, Saint Pauls
 1. Section of Elementary Principals—J. D. McAllister, Raeford
 2. Section of High School Principals—R. S. Cooper, Pantego
 3. Section of Junior High School Principals—S. J. Howie, Wilmington
 4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
 Division of Higher Education—L. H. Robinson, Greensboro
 A. Department of Administration—(Unreported)
 B. Department of Instruction—Charles A. Ray, Durham
 C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

HEADQUARTERS STAFF

Elliott B. Palmer, Executive Secretary
 Fred D. McNeill, Jr., Field Representative and Treasurer-Manager, NCTA Credit Union
 Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
 W. R. Collins, Expansion Director, Hammocks Corporation
 Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations and Research
 Mrs. Della P. Perry, Bookkeeper
 Miss Elaine Jeffreys, Assistant Bookkeeper
 Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
 Mrs. Clementine Parker, Secretary to Executive Secretary—NCTA
 Miss Tabitha Pettiford, Secretary-Stenographer
 Mrs. Ludie Singletary, Secretary to the Field Representative
 James Jones, Building Custodian

With Our Districts

Highly significant District Meetings, representing nearly 13,000 members of NCTA, were held with one day sessions beginning October 7, and ending November 18, at Charlotte, Salisbury, Durham, Nashville, Greensboro, Wilmington, Elizabeth City and Fayetteville, respectively.

The 1966-67 themes: Individual Commitment to Professional Excellence (NEA-NCTA) and Professional Unity—Our Commitment (DCT) were pointed up throughout the conferences by the various divisions, departments and sections as they discussed the problems, progress and other important information pertinent to each area.

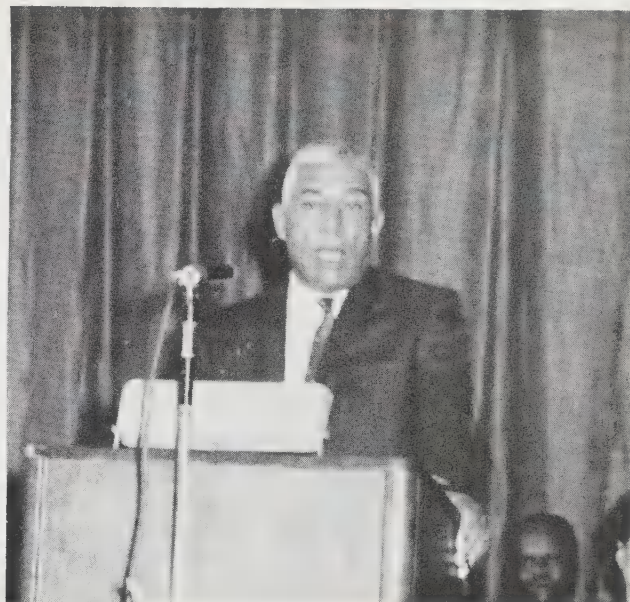
Officers from headquarters of NCTA and other personalities were presented on panels. Discussions included the vital issues of Merger vs. Desegregation; the use and misuse of the National Teachers Examination, and new dilemmas of administrators, due to faculty integration, as predicted by State Officials.

With motions and resolutions, each district went on record as supporting the candidacy of Mrs. Elizabeth D. "Libby" Koontz for the office of vice-president, president-elect of the NEA. Other endorsements included the project of the "Million Dollar Fund for Teachers Rights," the Donald Dushane Defense Fund, the Hammocks Expansion program; and merger from the state level as outlined by E. B. Palmer, executive secretary, and Dr. Rudolph Jones, president, NCTA.

SOUTHWESTERN DISTRICT

Eighth Annual Meeting
West Charlotte Senior High School
Charlotte, North Carolina
October 7, 1966

Mrs. Beth Wallace, president, Southwestern District presided over the business and general session. Mrs. Wallace cautioned the teachers to refrain from under-rating themselves, as educators are our most valuable resources. She



TEACH OUR CHILDREN TO LIVE IN A WORLD OF AUTOMATION — BYRD — Children must be taught to live in a world of automation, not under a doctrine of separate Negro Education, Daniel K. Byrd, field representative for legal and education fund NAACP, tells the group at the General Session of the Southwestern District.

urged them to realize that the North Carolina Teachers Association is one of the strongest organizations in America, which has advanced the cause of the Negro more than other groups. "Do not desert what you have," she pled.

Mr. George Allen, in his presentation of a report on NEA reviewed the Unification of NEA and ATA and reminded the group that ATA had represented the Negro since 1944 as a vocal advocate of equality of education for every child.

Another phase of NEA business, he stated, was the presentation of Merger Plans. He asked the group to be reminded that in the crucial period of merger, NCTA is committed to unified dues."

Mrs. Margaret Wilson, immediate past president, NCACT urged the local units to remain intact until merger takes place.

She also expressed opposition to the use of the National Teacher Examination scores for judging teacher competency.

Mrs. Elizabeth Randolph announced that a Drive In Conference (workshop) on the National Teacher Examination would be scheduled for the first Saturday in December, 1966 at Highland High School. At this time competent persons will come to bring information which will be designed to upgrade the rating on the NTE

In the Panel discussions on the theme: "Desegregation — Where to from Here?" Mrs. Ruth Jones, vice-president, NCTA stated that NCTA leadership has stood the test of time. She referred to "Libby" Koontz as the epitome of excellence.

In considering merger, she said that whatever steps we take should be so carefully planned that we will not regret. "We do not want to surrender our dignity. We are striving for a reciprocal relationship which will affect us as human beings. We must face the realities of the social revolution. We must each have our individual commitment of a goal which does not have in it abolition or absorption."

Daniel K. Byrd, Field Representative for the NAACP Legal and Defense Fund spoke on the panel and also addressed the group at the General Session. Byrd urged the group to depend on the state association for instructions on merger. "The myth is being perpetuated, he said, that Negroes are inferior." Consequently when Negro students move into formerly all white schools, less Negro teachers are hired."

"If you permit yourselves or local association to be deluded into abandoning your NCTA, you will not be merged, but submerged," he warned.

E. B. Palmer, executive secretary, NCTA explained the reasons for the most extensive expenses in the history of the organization. \$10,000 was spent on defense of the teacher dismissal situations. Many teachers left jobs to go into business and government which means a loss in membership fees.

Mr. Palmer refuted the charge that NCTA is holding back merger and stated that NCTA has proposed merging since 1961.

"In unification we will work in good faith," Palmer pointed out. Mr. Palmer also spoke about the misuse of the National Teacher Examination as a sole determinate of hiring and firing teachers. The author of the NTE says that it is a screening device for college graduates seeking

scholarships. He stated that NTE has been used to weed out Negro teachers. "Teacher desegregation is still in a state of tokenism," he declared.

In view of the fact that many Negro principals have taken on posts of assistants, Palmer made the prediction that Negro public school administrators are fast disappearing from the scene.



ON FACULTY DESEGREGATION — ACCEPT PEOPLE AS INDIVIDUALS — Mrs. Elizabeth Burgess, supervisor, Nashville Tennessee Public Schools, challenges the Classroom Teachers to "Accept people as individuals," in the integrated classrooms.

Mrs. Elizabeth Burgess, supervisor, Nashville, Tennessee Public Schools spoke to the Classroom Teachers from the topic: "Desegregation of Schools: Problems That Affect the Classroom Teacher." Some of you have been teaching in one school for 20 years or more," Mrs. Burgess said, and some of you are saying, "I shall not be moved!" If there was ever a time in the history the nation that we need teachers to go into strange territory to build human relations between races, the time is now," she challenged. "The move toward the desegregation of faculty has struck a note of fear between the certified or qualified. Some may have a string of degrees, but may not be qualified. The abundant outpour of new knowledge demands that teachers return to school. If we are not prepared to teach children in white schools, then we are not prepared to teach Negro children," she asserted.

The greatest problem of the teacher sent into white schools is to be accepted as an individual. "Your problem is also to accept people as individuals. If we can relate to other people and teach out of our breadth of knowledge, our gains will outweigh our losses," she concluded.

Mr. E. E. Waddell reported that there were no constitution changes for this district.

The nominations and elections committed named the following persons for offices: State Board of Directors, Robert L. Davis; District Board of Directors, C. A. Allison and J. R. Henry; NEA Delegate, Mrs. Beth Wallace. Mrs. Wallace will serve for one year the unexpired term as President of the District, formerly held by Mr. Ralph Davis. Other District officers are Mrs. Emma T. Mann, secretary, Mr. J. O. Gibbs, treasurer and Mr. Robert L. Davis, Jr., NEA Coordinator.

At the General Session

"The history of Nations and lives of people are crowded with decisions — some right and some not right," said Daniel K. Byrd, field representative for the Legal Defense and Education Fund, as he addressed the afternoon General Session. "In international relations, cold war, and the Viet Nam crisis, our President of the United States has decisions to make. In baseball, basketball and football, the championship of the world will hang on a decision to be made. The life of a patient depends on the doctor's decision. Every decision we have to make affects our life."

In carrying out the theme "Individual Commitment to Professional Excellence," are you laboring under the doctrine of separate Negro education?, he queried. Children today must be taught to live in a world of automation and changes. Only one out of every 10 young school teachers are being hired, with conditions getting worse.

Referring to the merger of NCTA and NCEA Mr. Byrd said that the North Carolina Teachers Association is a corporation in its own right, authorized for the advancement of education and welfare of the teaching profession. One corporation does not tell another what to do. "We are for unification because it will advance the cause of education. He urged the teachers to merge by "going in the front door" rather than liquidating themselves by joining one by one. "If you sap off your strength on a local level you will have no bargaining power — with no one to come to your defense," he warned.

WESTERN DISTRICT

Livingstone College
Salisbury, N. C.
October 14, 1966

Mrs. Bernice T. Graham, presided over the first general session of the Western District. Highlights of this session included Greetings by Dr. S. E. Duncan, president, Livingstone College; the Honorable Louis J. Harrison, Mayor, Salisbury; Mr. J. H. Knox, Superintendent, Rowan County Schools; Mrs. Clara W. Corry, president, Salisbury Unit, NCTA; and Mr. Jesse D. Corry, Jr., president, Rowan County Unit, NCTA.

Mr. B. N. Cook, district president, presided over the business session and the Second General Session.

Mrs. Elizabeth "Libby" Koontz moderated the panel discussion on the topic: "Desegregation—Where to from Here?" Mrs. Koontz made the observation that in many parts of the state, teachers would not attend the NCTA District meetings, due to integration of schools. She also posed the question of "Where are our members?" Some members are now engaged in Federal programs. Mrs. Koontz felt that the local associations should know of the whereabouts of these people.

Mrs. Koontz also asked about how many teachers responded when Commissioner Howe was on the firing line in his efforts to carry out the guidelines for school desegregation.

She also called attention to the fact that E. B. Palmer, executive secretary, NCTA and Mrs. Edna Richards, executive secretary, NCACT have been from one end of the state to the other answering the calls of the teachers and bringing vital helpful information in the interest of many problems that teachers and administrators are facing.

Mrs. Koontz urged the teachers to keep alert as to current issues and hold on to their professional pride.



B. N. COOK PRESIDES AT THE WESTERN DISTRICT — Standing: Mr. B. N. Cook, district president. Seated: Panelists at table, E. B. Palmer, executive secretary, NCTA; Mrs. Edna Richards, executive secretary, NCACT; Mrs. Ruth Jones, vice-president, NCTA; Mrs. Elizabeth "Libby" Koontz, immediate past president NEA-DCT.

Mrs. Ruth Jones, vice-president, NCTA asked the question "Why Merger instead of desegregation?" She advised the group to take a look at associations which have already merged. She urged that each step toward merger be carefully planned. "We must dedicate ourselves to achieving our goals as we achieve merger, she challenged.

Mr. E. B. Palmer, called attention to the pattern in North Carolina and other states, of dissipating leadership of Negroes and submerging their participation.

Mrs. Edna Richards commented on a situation in another state where three local organizations have been formed and are having difficulties. She requested the local units to keep in touch with NCTA officials so that they can be apprised as to what to do.

Music was furnished by the Livingstone College Choir.

Platform guests included Local Unit Presidents, College Presidents, and the executive committee of the NCTA Staff.

Classroom Teachers Session

In exploring the theme Professional Unity — Our Commitment, Mrs. Dorothy Jackson president, NCACT, stated that "now that the shortage of teachers is a reality, do we need to be alerted to accept the challenge? Bargaining time is here!"

She stated that teaching requires the highest form of talent and ability and should be made competitive to any other profession in power, so as to attract others to the profession.

Mrs. Jackson challenged the teachers to "face our charge and spotlight the children we teach."

Mrs. Ruth Jones, vice-president, NCTA spoke on "Building a Strong Local Association." Mrs. Jones quoted the late President Kennedy by saying "Things don't just happen — they are made to happen." She mentioned one of the deterrents to building a Strong Association as being apathy. Mrs. Jones urged the local unit to choose competent leaders; and to be sure that "your program is an attractive one."

Mrs. Edna Richards, executive secretary, NCACT stated that information on the merger, faculty integration, and how to get money for the protection of teachers is not all of the program. She urged the group to study the goals of Classroom teachers which have been outlined.

Mrs. Richards further stated that all that has been done for "Libby" was done because of the Classroom Teachers.

She urged the teachers to work more closely with new teachers through the year.

Mrs. Elizabeth "Libby" Koontz, immediate past president, NEA Department of Classroom Teachers, expressed her appreciation for the endorsement of the district of her candidacy for the NEA office of Vice-President - President-Elect.

She spoke of some problems facing teachers as Professional Negotiations, Guidelines to Integration, and Federal Programs that drain off professional personnel into other professions. "Professional Negotiations are here to stay. Teachers are going to have a say to what happens to them," Libby vowed.

Mrs. Gladys N. Bailey, District Director presided. Platform guests were presented by Mrs. L. Whittington. Greetings were brought by Mrs. K. J. Randall, president, Rowan County CTA.

EAST PIEDMONT DISTRICT

Seventh Annual Meeting
Whitted Junior High School
Durham, North Carolina
October 15, 1966

Dr. James E. Cheek, president, Shaw University, Raleigh, was the speaker for the general session of the Seventh Annual East Piedmont District Meeting. Dr. Cheek stated that the most important issue confronting this nation, is the issue of equality of opportunity. "This issue," he declared, "supersedes in importance the question of who is first successful in the race to the moon, or the outcome of the war in Viet Nam." Today, we are faced with the possibility of a racial war which no one can win. It cannot be won by Negroes, because we possess neither the numbers nor the technical resources. It cannot be won by the majority whites because such a war would end forever the hope and dream of this nation for a government ruled by law and a society guided by justice, fraternity and equality."

Dr. Cheek predicted that a racial war on these shores would signal the end of a civilization that has been building for two thousand years.

"Our cause and the cause of our nation, will be served only when black men and white men come together in an atmosphere of mutual respect, deep rooted integrity, and genuine goodwill to resolve our problems and to seek permanent solutions to the establishment of a society



EAST PIEDMONT IN BUSINESS SESSION — George Foxwell, president, East Piedmont District, presides over the business session. Seated left to right on the platform are, Howard McAllister, principal, Whitted Jr. High; Miles Mark Fisher, president Durham City Unit; E. B. Palmer, executive secretary, NCTA; Mrs. Edna C. Richards, executive secretary, NCACT, and Mrs. Ruth B. Jones, vice-president, NCTA.

where all men are free in their person and their property, and are restricted only by the accidents of their native endowments," he declared.

Cheek pointed out three myths that are widely believed and frequently exploited: 1. That *integration* as presently practiced is a solution to the problem of inequality. As presented practiced, *integration* means the destruction of everything *Negro* and the perpetuation of everything *white*. In such a practice, there is expressed or implied the myth of white supremacy and of white superiority.

"If, over the course of the next several decades, *Negro* schools and *Negro* colleges are closed down, the *Negro* will be deprived of the opportunity to demonstrate to himself, to his children, and to our nation as a whole his capability to contribute effectively and significantly to the building of this nation.

2. The myth of racial progress has to be overcome. Both *Negroes* and *whites* are under the illusion that the past decade has brought about tremendous gains in improving the status and lot of *Negroes* in this country. In the context of American Life in this latter half of the twentieth century, *Negro* Americans remain in economic, political and social slavery.

3. The third myth that we must overcome is the myth that all the problems and all the evils that we face are the result of the white majority. Many of the facts that frustrate our efforts for genuine equality emerge out of the context of our own attitudes, our own practices and our own lack of mature responsibility to overcome the effects of slavery, discrimination and second-class citizenship."

In conclusion Dr. Cheek said, "the first emancipation a hundred years ago was the burden of the white man. That is why it remained

only a proclamation. But the second emancipation, which is now taking place, is the burden of the *Negro*. That is why it must become a reality."

Classroom Teachers

A forum on the topic: "Unification and Professionalism — Dual Forces of Education. Panelists for the discussion of the topic included: Mrs. Ernestine Starnes, president, NCCTA; Mrs. Dorothy Jackson, president, NCACT; Mrs. Edna C. Richards, executive secretary, NCACT; Mrs. Vera McKay, president, North Central District; Mrs. Ruth B. Jones, director, North Central District; and E. B. Palmer, executive secretary, NCTA.

Mrs. Starnes spoke on the value of professional meetings and in-service training. "It is the innate desire of every classroom teacher to be our best at all times," Mrs. Starnes pointed out. In-service programs are a must. If we do not keep up with new trends in education, we will be outdated as are text books." She stated that self-contained classrooms are on the way out. The exchange of ideas are found to be more profitable than going to school six weeks. This is one way of showing by our interest in what is going on. We want to promote a good image of teachers every day. Children present your image to others every day." Mrs. Starnes urged the classroom teachers to participate in all programs in order to improve their own image.

Mrs. Edna Richards discussed Aids and Resources. Mrs. Richards stated that leaders on the state and national level are bringing vital information to its members. Professional members should be willing to demonstrate their interest by promoting and participating in their programs. "There is much work to be done with Classroom teachers. Orientation programs for



OFFICERS INSTALLED AT EAST PIEDMONT — Left to right: J. E. Byers installs the following officers: N. M. McMillan and L. M. Hatton, for board of directors; Mrs. Martha Johnson, district coordinator and Mrs. Eva M. Pratt, district president. Not shown on picture: J. V. Morris, vice president.

teachers must be held, not only for the new but the old — and not only for one day. The people must be kept informed with material on faculty desegregation.

Mrs. Richards made the observation that many of the things accomplished have been instigated through the Classroom teachers.

Mrs. Vera McKay defined a profession as including more mental than menial work. "As teachers, you and I are required to think." There are many problems on a state level that need to be worked out. We have come to respect each other as individuals. It is going to take thinking in working out problems of merger," she stated. Unification can and will work," she declared, "and there will be no problem about every child getting the education he deserves."

Mrs. Ruth Jones spoke of the abrogation of ones rights as the main fear in merger and what we have will be destroyed. She urged the local units to continue to build strong associations. The Role of the local association must be strengthened and dignified. Some deterrents to building a strong profession was named as teacher apathy, indifference, lack of communication and fear. To combat these deterrents, Mrs. Jones suggested that we find competent leaders. See that leaders are appointed to membership committees. Have active programs.

Mr. Palmer explained that dual association are rapidly becoming unified. "North Carolina" he stated, "will be the good example for the nation as NCTA and NCEA effect a merger. He challenged the group to keep informed and participate in professional organizations.

District officers elected were installed by J. E. Byers. They are, Mrs. Eva M. Pratt, president; J. V. Morris, vice-president; Mrs. Martha Johnson, district coordinator; and L. M. Hatton, N. M. McMillan, Board of Directors.

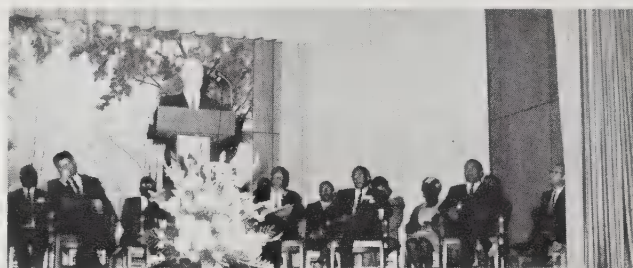
Mrs. Eva M. Pratt presided over the general session. The division meeting for Classroom Teachers was presided over by Mrs. Ruby T. Carter, director. Dr. N. M. McMillan presided over the administrators and supervisors meetings.

George Foxwell, president of the East Piedmont District, presided over the business session for the district.

NORTH CENTRAL DISTRICT

Fifth Annual Meeting
Nash Central High School
Nashville, North Carolina
October 18, 1966

The recently built beautiful Nash Central High School, was the site of the Fifth Annual Meeting of the North Central District, which convened on October 18. Mr. T. M. Ringer, district president, presided over the first general session, and Mr. T. V. Foster, Jr., vice-president, presided at the second general session.



"WE HAVE NOT SCRATCHED THE SURFACE IN HUMAN RELATIONS" — D. S. Coltrane, chairman, North Carolina Good Neighbor Council tells teachers of the North Central District that, "although progress has been made in human relations," we have not scratched the surface."

The keynote address was made by Dr. D. S. Coltrane, chairman, North Carolina Good Neighbor Council. Dr. Coltrane stated that, "although progress has been made in human relations, we have not scratched the surface." He informed the group that in 1965 Governor Moore broadened the scope of the Council to study the problem in the area of human relations by providing and promoting understanding and goodwill; and encouraging the promotion of qualifications of all races. Dr. Coltrane claimed that non whites of North Carolina have gained many freedoms and liberties. "The Negro," he said, "has gone to court insisting on rights to be treated as a person equal in dignity." "The moods of whites have ranged from surprise to shock," he noted, "but we realize that rivers of discontent have been rising." Dr. Coltrane stated that with regard to the social revolution, North Carolina has not greeted these gestures with defiance. North Carolina has been spared the stigma marked by other states. "The Civil Rights Act of 1964, will stay on the books," he declared and not be amended. It was enacted into law." However, the

problem of Civil Rights can not be solved by legislation alone, but by patience and hard work.

Automation and poor housing have contributed to the problems of Negroes. The average N. C. family is forced to exist — not live.

Some of the factors which tend to promote poverty among Negroes, Coltrane stated were inherited — long years of slavery, a century of pressure, and hatred. Negroes have been caught in a vicious circle. "However," he declared, "this is a New Day. The doors of opportunity are open. What will he do with the opportunities?" Dr. Coltrane suggested that Negroes should be properly trained for jobs in industry, for which there is a great demand in the labor market today.

"The school drop-out situation should be tackled," he stated. Many drop-outs are potential juvenile delinquents. Teachers and school administrators should maintain a close relation with parents.

The answers to problems of the disadvantaged are, jobs, decent housing, education for today, better care of sick, and recreational programs.

Dr. Coltrane referred to the activities of the Ku Klux Klan at the fair as another "shame of North Carolina." "We need more leaders who have the courage to say, "this is a subversive organization, with no place in North Carolina."

In conclusion, he declared that "we must maintain the ideals of law and order, which is a moral commitment to the brotherhood of man. We must rid ourselves of the extreme *left* and *right*, and commit ourselves to brotherly love.

The speaker was introduced by Mr. L. H. Moseley, immediate past district president, and principal of the Gumberry High School.

Music was furnished by the Nash Central Glee Club. Greetings were brought by Mr. F. L. Wilkins, president, Nash County Schools.

Mr. T. V. Foster, Jr., vice-president of the North Central District and principal of the Nash Central High School, presided over the second general session.

Highlights of NCTA programs were discussed by Mr. F. D. McNeill — Credit Union and Field Services; Mr. W. R. Collins — Hammocks Expansion; Mrs. Edna C. Richards, Dushane Defense, and Million Dollar Funds; "Libby" Koontz Campaign.

A panel on the theme: "Desegregation — Where to from Here?" was discussed by Participants: Mrs. Ruth B. Jones — "Merger vs. Desegregation"; Mr. E. B. Palmer, "Local Autonomy and Loyalties" (legal and otherwise) and the National Scene; Teacher Desegregation, the NTE and the Future.



"A PLEA FOR SUPPORT OF THE "LIBBY" KOONTZ CAMPAIGN, DUSHANE DEFENSE; AND MILLION DOLLAR FUNDS — Mrs. Edna Richards, executive secretary, NCACT is pleading for 100 percent support of the "Libby Koontz Campaign," the Dushane Defense and Million Dollar funds for teacher rights.

Classroom Teachers

Mrs. Ruth B. Jones, district director, presided over the Classroom Teachers Session.

The keynote speaker for the classroom teachers was Daniel E. Byrd, representative, NAACP Legal Defense and Education Fund, who urged the members of NCTA to remain United. Mr. Byrd also advised them of their legal rights in connection with various aspects pertinent to the teaching profession.

"Faith of American Teachers" was led by Mrs. Marjorie Granthams, president, Johnston County Unit, NCACT.

Resolutions were read by Mrs. Vivian Diggs, president, Tarboro City Unit, NCACT.

Mr. R. E. Vick, presided over the meeting of the Administrators and Supervisors of the North Central District. The theme was "Bridging the Gaps that separate High School, College, Industry and the Armed Forces."

Mr. James Knight, counselor, North Carolina College at Durham spoke on the "High School and College." Sergeant James Conard, United States Air Force, talked on the "Armed Forces"; and Mr. Brock Plauche, Wilson Technical Institute, discussed industry. A question and answer period followed.

PIEDMONT DISTRICT

Thirtieth Annual Convention
Lincoln Junior High School
Greensboro, North Carolina
October 19, 1966

"Individual Commitment to Professional Ethics" was the theme used by the Piedmont District which included the following counties: Alamance, Caswell, Chatham, Durham, Guilford, Lee, Moore, Orange, Franklin, Person, Randolph, Richmond, Rockingham and Scotland.

Mr. O. H. Hinnant was chairman of the Classroom Teachers Divisional Meeting. The program included a panel discussion "Information Please." Participants were Mrs. Mary P. Reese, NCACT President, Greensboro Unit; Topic: "Faculty Desegregation"; Mrs. Fannie L. Hinnant, NEA Delegate—NEA Convention; Mrs. Ruth Jones, NCTA Vice-President — "Local Associations"; Mrs. Dorothy Jackson, NCACT President — "Your State Associations"; Mrs. Elizabeth D. Koontz, past president, NEA Department of Classroom Teachers — "Changing Role of Teachers."

Mrs. Koontz reminded the group of the aid that the Federal Government has released to help teachers with their program of education. She challenged the teachers to hold more workshops, keep abreast with current events and become a part of decision making; and to do individualized instruction. She urged them to make good use of the teachers aids.

"Teachers will have a part in decision making through professional negotiations, which will allow teachers to have a voice before the school boards," she stated.

Mrs. Koontz expressed concern for the graduates who are no longer attracted to the teaching profession. She asked the teachers to refrain from downgrading their profession.

Dr. Frank B. Weaver, state supervisor of Elementary Schools, Raleigh, was speaker for the Administrators and Supervisors. The co-chairmen were J. B. Branch and S. N. Knight.

The Business and general session was presided over by Joseph C. Duncan, president. Invocation was given by the Reverend Otis L. Hairston, pastor, Shiloh Baptist Church. Music was furnished by the Lincoln Junior High School Mixed Chorus, Mrs. M. B. Gill, director. The welcome messages were given by Phillip J. Weaver, Superintendent, Greensboro City School; and Dr. G. H. Evans, member, Greensboro City Board of Education.



FACULTY DESEGREGATION DISCUSSED — Mrs. Mary P. Reese, NCACT President, Greensboro Unit is discussing aspects of faculty desegregation at the Classroom Teachers Divisional Meeting. Seated left to right: Mrs. Ruth Jones, vice-president, NCTA; Mrs. Edna Richards, executive secretary, NCACT; Mrs. Mary Sue Henry, president-elect, NCACT; Mrs. Elizabeth D. Koontz, past president NEA Department of Classroom teachers; and Mrs. Ida Jenkins, president, Greensboro local unit, NCTA.

Other highlights included presentations of the NCTA program by F. D. McNeill — Credit Union and Field Services; W. R. Collins — Hammocks Expansion; Mrs. Edna C. Richards, DuShane Defense Fund, Million Dollar Fund, "Libby" Koontz Campaign.

Following the presentation of the NCTA program, a panel discussion on the theme "Desegregation — Where to from Here?" was held. The panelists were Mrs. Ruth B. Jones, vice-president, NCTA and E. B. Palmer, executive secretary.

Primary

Sectional meetings were held for Primary Grades, with the theme: "New Approaches in Reading. The speaker was Dr. Burnice Wade, professor at North Carolina College, Durham. In the Area Guidance a panel discussion was held on "School Library Service for the Educationally Deprived Child." The panelists were Mrs. Francis K. Johnson and Mrs. Lualgia P. Alcon.

"Professional Ethics through the Eyes of FTA" was the theme of the Student NEA-FTA Group. Mrs. Edna Richards was consultant for this group. Miss Willie McIver was chairman.

"The National Highway Safety Act was discussed in the section of Driver Education. The panelists were John C. Noe, Supervisor, driver and safety education; and I. Barnett, Director, Driver Education and Traffic Safety, Greensboro.

"New Trends in the Teaching of English" was the topic for the English Section. The consultant was Mrs. Lucia Taylor, supervisor, Durham County Schools. "Organization of Section," Demonstration of Language and Discussion of

Methodology, were the program topics for the Foreign Language section. The leader was Mrs. L. M. Barnes, instructor, Lincoln Junior High School.

The theme: "Intra-Group Reaction for Professional Growth and Student Placement" was discussed in a panel with the Trade and Industrial Education Group. The panelists were Lloyd L. Ennis, area representative, Bureau of Apprenticeship Training, U. S. Government, and S. C. Smith, dean, Technical Institute, A and T College, Greensboro.

In the area of Social Studies, the theme was "New Perspectives in the Teaching of History." The speaker for this group was Mrs. Minnie T. Robinson, instructor, Dudley High School, Greensboro, N. C.

Dr. Lawrence E. Hart, dean, School of Music, University of North Carolina, Greensboro, was the speaker for the Music section. The theme was "Modern Trends in Music Education."

Mrs. Josi Thompson, chairman, mathematics department, NCTA, Rocky Mount, was the speaker for mathematics sections.

The speaker for the science section was Dr. Artis P. Graves, chairman, biology department, A and T College.

The Home Economics program was an organizations meeting.

The Audio Visual aids department held a joint meeting with the Library Section.

District officers elected at the meeting are Vance H. Chavis, president, Greensboro; Samuel Littlejohn, vice-president, Hamlet; Mrs. Celestine Saunders, secretary, Durham; Mrs. Mary H. Speller, assistant secretary, Laurinburg and Mrs. Viola C. Morris, NEA Coordinator.



PIEDMONT DISTRICT OFFICERS INSTALLED — Left to right, Mrs. Viola C. Morris, NEA Coordinator, Burlington; Mrs. Celestine Saunders, secretary, Durham; Mr. Samuel Littlejohn, vice-president, Hamlet; Mr. Vance Chavis, president, Greensboro; Mr. W. R. Collins, Hammocks expansion director is installing the officers of the Piedmont District. Not shown on picture; Mrs. Mary H. Speller, assistant secretary, Laurinburg.

COASTAL PLAIN DISTRICT

Sixteenth Annual Session
Williston Junior and Senior High School
Wilmington, North Carolina
October 28, 1966

Mrs. Melissa Leitao, Coastal Plain District Director presided over the opening session of the Division of Classroom Teachers. The keynote speaker was Mr. Daniel Byrd, representative, NAACP Legal Defense and Education Fund. Mr. Byrd stated that the status of teacher welfare is in the process of change — basically job security is in the process of change. "Teachers," he said are at the bottom of the totem pole. "You have little or nothing to say about what goes on in the classroom as to subject matter; and you are in the classroom and are more knowledgeable. Yet some crack pot in research will come in with new ideas; but you are responsible for what happens in the classroom."

Referring to the National Teacher Examination, he stated that efforts have been made by state authorities to use the NTE as an indirect method to disqualify Negro teachers.

Byrd suggested to the teachers to get in a good graduate school, become skilled in taking tests similar to NTE, secure sample tests from the Educational Testing Services, Princeton, New Jersey, and distribute them locally.

Byrd reviewed NCTA's position on Merger which must be done on a STATE level.

Mrs. Edna C. Richards, executive secretary, NCACT presented the NCTA goals.

Mrs. Dorothy B. Jackson, NCACT president, in a Professional Round-Up told the group that with the shortage of teachers as a reality, bargaining time is here. "We must become better organized, more active and vocal," she declared. Teachers should not only be heard, but sought and respected. The teaching professional must be competitive with all other professions. "Let teaching stand up with all other professions."

Other phases of the classroom teachers session included greetings by Mrs. Julia Galbrieth, president, New Hanover County Unit, NCACT; the introduction of the speaker by Mrs. Ruth Jones, vice-president, NCTA, and presentation of guests by Mrs. Thelma W. Williams, assistant director, NCACT. The keynote speaker was introduced by Mrs. Ruth Jones, vice-president, NCTA.

The general session was presided over by Mr. Samuel J. Howie. Opening remarks were made by Mr. A. C. Crowder, president, Coastal Plain District. Greetings were brought by the Honorable



COASTAL PLAIN PLATFORM PRINCIPALS — Standing is Mrs. M. N. Leitaio, district director, classroom teachers. Seated left to right: Mrs. Dorothy B. Jackson, NCACT president; Mrs. Edna Richards, executive secretary, NCACT; Mr. Daniel Byrd, representative, NAACP Legal Defense and Education Fund; Mrs. Ruth B. Jones, vice-president, NCTA; and Mrs. T. W. Williams, secretary.

O. O. Allsbrook, Mayor, Wilmington; Dr. William H. Wagoner, superintendent, New Hanover County Schools, and Dr. Rudolph Jones, president, NCTA; Miss Inez S. Richardson, president, New Hanover County Unit, NCTA.

Mr. A. C. Crowder was moderator of the panel on "Desegregation — Where to from Here?" Mrs. Ruth Jones, Mr. Daniel Byrd and Mr. E. B. Palmer were participants.

Valuable information on NCTA programs was brought to the group by Mr. F. D. McNeill, Mr. W. R. Collins, Mrs. Edna C. Richards and E. B. Palmer.

Mr. Palmer and Dr. Jones throughout the sessions, urged the members to remain unified and warned them about becoming absorbed by joining NCEA one by one. Support of the Hammocks and the candidacy of "Libby" Koontz were re-emphasized at every opportunity.

In discussion groups, "Achieving Professional Excellence by Upgrading Performance on Standardized Tests; and Teacher Education and Professional Services were the topics on the agenda from 12 noon to 1:45 p.m.

Participating in these discussions were Mrs. M. D. Grady, chairman, counselor of Dillard High School, Goldsboro; Dr. A. F. Jackson, as speaker, dean, the School of Education and General Studies, Greensboro; Mr. W. E. Smith, chairman, principal of Douglas High School, Warsaw; and Dr. Marguerite F. Frierson, chairman, Department of Education and Psychology, Fayetteville State College.

Dr. A. F. Jackson, speaking on the subject

"Achieving Professional Excellence by Upgrading Performance on Standard Tests," told the teachers that "You, rather than your students should upgrade your professional excellence." If you don't want to test yourself, don't test the children." Testing experiences improve performances because of the way tests are standardized.

Dr. Jackson suggested that teachers should improve their profession with better speech habits. "Improve your proficiency with the language. It will rub off on the children," he said.

In conclusion, he told the teachers to become better acquainted with the subject matters in the area in which they say they are professionals. "If you are in a subject matter field, you must go and renew your knowledge. Knowledge must be germane to our time.

NORTHEASTERN DISTRICT

Twenty-Ninth Annual Meeting
Elizabeth City State College
Elizabeth City, North Carolina
November 15, 1966

Mrs. Elizabeth Byrd, vice-president, Northeastern District, presided over the general session which convened at 10:00 a.m.

Dr. W. N. Ridley, president, Elizabeth City State College greeted the group by saying that "The greatest work of Elizabeth College, has been and still remains, the training of teachers. We have a special task to do, a special clientele to serve. We believe we have been able to develop some teachers who are capable of stimulating the students to their maximum potential." He referred to the 75 year record of the institution, which he said "will stand for itself."

As in previous districts, Mr. W. R. Collins, Hammocks Expansion Director, made a special plea for support of the Hammocks projects. Mr. Collins called attention to the fact that aid would not be forthcoming from foundations until the first stage of the project has been completed. "The Hammocks is your future," he declared. "Make it also a challenge to the state and the nation."

Again Mrs. Edna Richards, executive secretary, NCACT brought up to date information and reports on the Million Dollar Fund, The DuShane Defense Fund; and also urged support of the "Libby" Koontz Campaign for vice-president, president-elect of the National Education Association.

Mr. I. A. Battle was moderator for the panel on the topic "Desegregation — Where to from Here?" Dr. Rudolph Jones, president, NCTA called attention to the fact that some Negro teachers who are working in predominantly white schools have been encouraged and pressured to join NCEA. "We realize that NCEA is three times larger in membership than NCTA. Many think that we should let them swallow us; but your state officers are committed to a just and honorable merger. If we merge, we will come together about certain basic issues. We do not think that, after all these years that NCTA has been in business, that NCTA should merge without consideration of our officers, our board of directors, and our professional staff. We are asking that their jobs be guaranteed.

Dr. Jones urged the local units to keep their membership up; for otherwise, "we will have nothing to bargain with."

E. B. Palmer, executive secretary, NCTA spoke on Local Autonomy and Loyalties. "Locals," he stated, "do not exist independently, but because of their state association from which they stem." "Locals have no right to join other groups without directions of the parent association. Morally you should stay with NCTA until the time set by NCTA to merge. Palmer pointed out the fact that one corporation does not have a right to tell another what to do with its assets. Referring to some other state mergers, Palmer stated that in many instances, Negro leadership has been dissipated.

Again Mr. Palmer called attention to the use and misuse of the National Teacher Examination, which appears to be aimed at disqualifying Negro teachers.

Mrs. Clara R. Owens, district director, presided over session of the Division of Classroom Teachers.

Mrs. Edna Richards presented pertinent information for local associations. She advised the classroom teachers to keep in touch with the United Forces for Education and carry to this group what the teachers really want — such as continuing contracts, release time to attend meetings without loss of pay, and free period of planning. Mrs. Richards suggested that parents will help teachers with their program if they are informed.

Mrs. Richards challenged the classroom teachers to early identify members of their group who may become candidates to serve in offices

on a state level. "Send your president to all National Classroom teachers meetings," she urged.

Other phases of the program included a question and answer period, led by Mrs. Edna B. Graves; the District Progress report by Mrs. C. R. Owens; District Resolutions and Goals, Mrs. Kather Broadnax; and election of district officers, Mr. William Morris, chairman. Classroom teachers officers elected are Mrs. Mary Horton, district director; Mr. William Morris, assistant director; Mrs. Willie Mae Winifred, recording secretary; Mr. Robert Banks, assistant secretary; and Mrs. Stella Bryant, treasurer.

Mr. F. H. Mebane, presided over the business session of the Northeastern District. He expressed deep appreciation to the Elizabeth City State College family for the work and contribution in making the meeting a success.

Officers installed following the business session are, Mrs. E. L. Byrd, president; Mr. I. A. Battle, vice-president; Mrs. Leola W. Morgan, secretary; Mrs. Estelle Simon, assistant secretary; Mr. W. J. Morris, district NEA coordinator; Mr. D. F. Walker, state executive committee. The district delegate is Mrs. E. L. Byrd, with Mr. I. A. Battle as alternate.

The time set for the 30th Annual Meeting is Friday, November 10, 1967 at Elizabeth City State College. This time is subject to change if a conflict in meeting dates arises.

NOTE

We regret exceedingly that some pictures made at this district did not reproduce.

SOUTHEASTERN DISTRICT

Fayetteville State College
Fayetteville, N. C.
November 18, 1966

Mrs. A. N. Gerald, district director from Lumberton, presided over the meeting for the division of Classroom Teachers. Continuing the theme: "Professional Unity — Our Commitment," the speakers for this group were Dr. Margaret S. Frierson, professor of education, Fayetteville State College, Mrs. Dorothy L. Jackson, state president, NCACT, and Mrs. Edna C. Richards, executive secretary, NCACT.

Referring to the NTE testing service, Miss Frierson stated that testing per se is not the important thing. The important thing is the test results. The interpretation of the Wallace report has been widely discussed. The claim that Negro

schools are falling below norms has bothered Negro educators. "Probably this will do some good," she stated. "I am not interested in such excuses being made such as cultural deprivation. We will stay culturally deprived as long as we are not willing to use facilities in the library, music, art, and recreation. Even with what we have at our colleges, we can improve on the deprivation which we brag about."

Miss Frierson further stated that "I have very serious objection for recommending a person for employment solely on the basis of scores made in the NTE. I want the principal and superintendent to know something more about the student than his score, which will not tell if the person relates himself to children, and community problems, or if he will diligently use his knowledge. One of the most important things that teachers must have that NTE cannot measure, is the ability to use their skills to get material as needed — ingenuity to get information and apply it. NTE will not help in these areas, she commented.

Discussing Teacher Aids, Miss Frierson recommended that teachers take as their project the things that a teacher's aid should do to give the teacher more time to teach.

She also expressed the hope that teachers will be involved in the Non Conference.

Mrs. Dorothy B. Jackson, NCACT president, addressed the assembly by directing them to certain events of the recent past. "Teachers and administrators across our nation and even overseas speak together in the same vein," she said. As chairman of the 1965 Classroom Teachers National Study Conference at NEA Headquarters,

Washington, D. C. held in November, Mrs. Jackson reported that fifty-six classroom teachers from across the nation participated. These teachers came from all regions of the department, representing small, rural affiliates, as well as large urban associations with a range in experience from three months to thirty years, and in teaching assignments from kindergarten to college. Also present were representatives of the U. S. Office of Education, the American Association of School Administrators, the NEA Department of Secondary School Principals, the Association of Elementary School Principals and the National Commission on Teacher Education and Professional Standards. "Thus it was ensured that the varying points of view of the many groups concerned would be brought to bear on the deliberations."

Speakers, discussants and participants proposed sweeping changes in the structure of education and the teaching profession. Among the proposals by conferees were, a renewal of education to be increased in amount and kind. Classroom teachers must have time for innovation and time for research. Educators must have academic freedom under policies that ensure quality service to the public and protection for the teacher. They called for balancing the control of education — Government, the profession, the classroom teacher, and outside agencies must identify and accept their rights and responsibilities. New relationships between classroom teachers and administrators must be established. Classroom teachers must achieve a new status.

They called for a renewal of professional organizations on local, state, and national levels. Conferees stated that Classroom Teachers must



SOUTHEASTERN DISTRICT OFFICERS INSTALLED — Left to right: L. B. Muldrow, president; Lloyd D. Best, vice-president; Miss Thelma E. Hodges, recording secretary; Mrs. Mary R. Hightower, corresponding secretary; John D. McAllister, Sr., NEA Coordinator; James F. Andrews, Southeastern District Board; J. A. Brown, Southeastern District Board Member; Mrs. Annie N. Gerald, District Director, NCACT; Miss Lina L. Culbreth, assistant director, NCACT; Mrs. Pazava H. Thompson, secretary, Classroom Teachers; and E. B. Palmer, executive secretary, NCTA who installed the officers, November 18, at the Southeastern District Meeting, Fayetteville State College.

have an organization, either as a department of an all-inclusive association, or as an independent entity, in which they can discuss issues without inhibition, caused by the presence of members of other segments of the profession. Professional organizations must relate more than ever before to the classroom teacher's problems, especially at the local level.

Local implementation was listed as follows: 1. Establish and maintain an agency through which classroom teachers, uninhibited by other members of the profession, can study their problems under their own leadership, and present to the total profession a classroom teacher's point of view. 2. Send delegates regularly to state, regional, and national meetings. 3. Participate in community affairs, in order to seek and expect community support. 4. Establish the local association as the negotiating unit for its members. 5. Work to secure written personnel policies adopted by the Board of Education. 6. Accept responsibilities for sound planning and policy making in improvement of instruction. 7. Maintain a continuing program of evaluation, utilizing NEA instruments and consultative services.

Mrs. Jackson reported that at the Southeast Regional Conference, held in November, additional echoes of much of the same was heard, and dialogue among the several hundreds of teachers who attended resulted.

Mr. L. G. Muldrow, vice-president of the Southeastern District, presided over the business session. Remarks were made by the state leader which included greetings from Dr. Rudolph Jones, president of NCTA and President of Fayetteville State College. Dr. Jones told the group that "a just merger depends on you." The biggest bargaining power is you. Unless you maintain a strong local unit — paying your dues, we will not have anything to bargain with," he warned.

E. B. Palmer, executive secretary made a statement on expenditures for the year from the NCTA headquarters. He reminded the group of the money involved in the legal defense of teachers.

Mr. Palmer stated that "it is the desire of the memberships to present a strong program. He predicted that due to faculty integration and desegregation of schools, "Negro Administrators and Supervisors are on their way out." He cited some situations in the west, such as Charlotte, and Chapel Hill where few Negro teachers are hired, and principals are demoted.

Mr. Bruce Hargrove, president, Southeastern District, presided over the General Session. The

keynote speaker was Dr. L. C. Dowdy, president, the Agricultural and Technical College of North Carolina. "Our Civilization is doomed if we stand by and let teaching machines do the job," Dr. Dowdy warned. The greatest teaching machine is you." "As a race, it is our task to catch up and keep pace with the society in which we live," he challenged. "In developing young minds, try to develop a thinker, because the world he is going to live with is unpredictable. We are trying to train people for a world we know nothing about. No citizen can enjoy the fullest freedom, unless he is aware of his fullest potential."



WAKE UP FROM OBSOLESCENCE — SAYS DR. DOWDY — Standing: Dr. Luther C. Dowdy, president A & T College, challenges the teachers to wake up from obsolescence by reading more. Seated are Bruce Hargrove, president, Southeastern District; L. G. Muldrow, vice-president; the Reverend J. W. Ferree, district superintendent, eastern district of N. C. and Virginia Conference of the Methodist Church, who gave the invocation; and Mrs. A. M. Pridgen, secretary, SED.

Dr. Dowdy stated that there is a new demand for teachers with superior pedagogical skills. He urged teachers to wake up from obsolescence or they would become technicians to carry out what processes says to be done. The quest for quality education cannot be satisfied by anything but quality teaching. Teaching is only good when those for whom it is meant learns. If you're going to teach on a level from someone else then you are not teaching. Select out important emphases of subject matter, become extremely conversant with matters, become familiar with the expectations of National tests. In developing concepts and connotations make them have meaning for their areas.

Dr. Dowdy suggested that a teacher should read at least six books a year.

The speaker was introduced by E. B. Palmer, executive secretary, NCTA.

Officers installed at the close of the general session were L. S. Muldrow, president; Lloyd D. Best, vice-president; Miss Thelma E. Hodges, recording secretary; Mrs. Mary R. Hightower, corresponding secretary; John D. McAllister, Sr., NEA Coordinator; James F. Andrews, Southeastern District board member; J. A. Brown, Southeastern District board member; Mrs. Annie N. Gerald, district director, NCACT; Miss Lina L. Culbreth, assistant director and Mrs. Pazava H. Thompson, secretary, Classroom Teachers.

— Articles —

8MM Continuous Loop Films

By Marvin E. Duncan

Assistant Director, AV-TV Center

North Carolina College at Durham

Durham, North Carolina

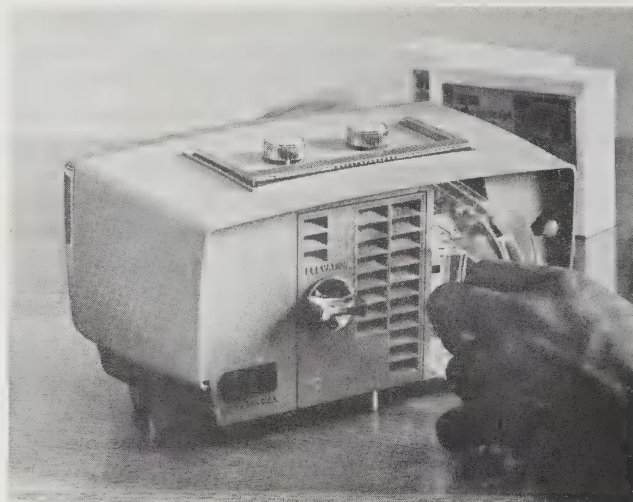
Louis Forsdale, a leading authority and pioneer in the development of single concept film, conducted a study with respect to the 8MM continuous loop idea and the potential 8MM film as an educational tool. It was concluded, as a result of this investigation, that 8MM loop films can make a significant contribution to education. He asserts further that we must realize the potential of the medium. We as educators should and must exploit the potential of the medium. With the increased knowledge and emphasis on technology, we must accept the fact that change is inevitable. Too often we succumb to the idea that our way of doing things is **THE ONLY WAY**. Eight millimeter loop films can do much to help broaden the experiences of our students, free the teacher of routine tasks, and thereby enabling the teacher to give attention to the more complex problems which confront the student.

The Work Experience Center, St. Louis, Missouri, illustrates further the value of 8MM loop film in the teaching of retardates. It was concluded that loop films provide the continuous repetition and reinforcement so vitally necessary for the retardates in the learning process.

Why Continuous Loop Films

Eight millimeter loop films, often referred to as "Single Concept Films" are continuous loop motion pictures of a single idea. One might ask: Why use 8MM film? Can't 16MM do the job? Eight millimeter film is not just a reduction of size and more economical than 16MM film. Rather, 8MM offers a new approach to visualizing concepts. Since the ends of the film are spliced together, thereby forming a continuous loop, the film runs over and over — from the beginning to the end without interruption until it is stopped. These films, with a viewing time of three to five minutes, are permanently sealed in translucent cartridges. (SEE ILLUSTRATION 1). The hand never touches the film. The cartridge is inserted into the proper slot of the projector, the projector

is turned on, and the film is ready for viewing. The ease of operating the projector tends to create a favorable attitude towards its use.



Film, sealed in translucent cartridge, being inserted into loop projector.

Continuous loop films are inexpensive and may be produced locally. However, if produced locally, there is a nominal fee for processing and sealing the film in the translucent cartridge. Eight millimeter films are available with and without sound. The sound film has a magnetic stripping along the edge of the film. However, an optical sound track offers possible economies in the film processing and obviates the threat of accidental erasures which occur occasionally with magnetic stripping. Continuous loop films are useful in many of the disciplines and at present are available in the areas of chemistry, physics, reading, mathematics, biology and physical education to name a few. A list of sources from which these and other loops may be purchased is provided at the end of this article.

Utilization of Loop Films

Single concept films can play an important role in helping students to grasp and to understand difficult ideas. For example, a biology teacher may be demonstrating dissecting a frog. There may be one or more individuals who do not fully understand the process. A continuous loop film can do much in this and similar situations. The student could come in and watch the dissecting process over and over until he has mastered the techniques involved (SEE ILLUSTRATION 2). The process is repeated without rethreading the



Student viewing loop film.

projector from beginning to end — an advantage common only to loop film. Still further, if there is a portion of the dissecting process which needs even more attention, the student could STOP THE ACTION until such difficulties are clearly understood.

Some film companies have excerpted portions of standard 16MM educational motion pictures and reduced the excerpted portions to 8MM loops. The Earling Corporation, for example, has a series of loops on laboratory techniques in biology, which were adapted from four Indiana University 16MM educational films. The Iowa State University Botany Series on Demonstrations in Biology is another product of the Earling Corporation. Biology teachers could use the 16MM film, from which the loops were adapted, to give general information on the topic. The loop film could then be used to cover a single idea or demonstration presented by the 16MM film. The eight millimeter loop film is an excellent instructional tool. It is a self-instructional device. However, when new innovations come about, generally, there is a tendency to resist change.

The challenge to use technological innovations is echoed by Don G. Williams who says that in an age of jet airplanes and rockets, education seems to be satisfied with crawling. Change is slow and generally it is begun by a messiah who preaches, demonstrates and converts. This takes time. Eight millimeter film could follow this pattern and in twenty years, it might make an impact on the schools. Can we afford to wait? Can Education? Can our children?

Williams, Don G. "8MM Mirage or Miracle," Department of Audio-Visual Instruction, NEA, Vol. 9, No. 4, April 1964.

(Continued on Page 31)

Readiness—

A Prerequisite to Learning

Mattie Edwards, Reading Coordinator

Iris Koonce and Helen Morris,

Evaluation Specialists

Cleveland County Board of Education

Title I, ESEA

Readiness is a phase of our educational process which has not received due recognition. The writers of this article feel that in many learning situations the readiness phase is completely void; however, most educators generally agree that readiness precedes learning at all stages of development. It is ironic, therefore, that many children begin first grade in the public schools of North Carolina with no nursery, kindergarten, or preschool experience.

Only recently, with the aid of federal funds, have we been able to appraise the value of a readiness program. Many teachers have reported the great impact which the Head Start Programs have had on children entering school for the first time. This observation alone emphasizes the necessity of a readiness program as an integral part of the public school curriculum.

On the basis of this knowledge, a readiness program was initiated in the fall of 1966 as part of the Title I Project in the first grades of nine Cleveland County Schools, Shelby, North Carolina. It is felt that readiness does not terminate with first grade, but it is apparent that at this level it is most essential to the success of the child beginning school for the first time. It is anticipated that with careful planning, organization and execution of this program, an initial step will be made toward the prevention of many reading deficiencies.

Organization

A readiness test was administered to all first graders and to the second graders who were suspected to be in need of a readiness period. The test was given three weeks after the beginning of the school year. This gave the child time to get accustomed to school, classroom activities and teacher directions. The purpose of the test was to provide the teacher with an objective basis for identifying children who were ready to receive formal reading instruction. It also helped to determine others who required a period of prereading preparation. Since the test produced

several sub-test scores, much of the information gained was of a diagnostic nature. Teachers were able to use the results, along with observation, to group the students according to specific areas of need. The table below shows the results of the first testing.

**SUMMARY OF DATA OBTAINED FROM
LEE-CLARK READING READINESS TEST
OCTOBER, 1966**

Grade	No. of Cases	Low	Low Ave.	High Ave.	High
1	378	116	77	112	73
2	45	4	3	21	17

The test results revealed that fifty-one percent of the first graders in the nine project schools were in need of prereading preparation. Thirty-one percent needed a reading readiness period of seven months or more. Only forty-nine percent of the first grade children were ready to receive formalized reading instruction after the first three weeks of school.

Pupils who engage in the readiness program meet with special teachers for thirty minutes each day for reading readiness activities. The information gained from test results was used to help teachers in planning a sequential development of activities suited to the needs of the children. Pupils engage in activities which provide:

- (a) Experience with concrete objects — toys, puzzles, etc.
- (b) Training in:

- (1) Conversation and storytelling
- (2) Reading pictures
- (3) Visual and auditory discrimination
- (4) Left-to-right progression
- (5) Noting differences and similarities
- (6) Matching
- (7) Recognition of letters and symbols

When the teacher feels that a pupil is ready to start reading, retesting is done to provide an objective basis along with teacher judgment before formal reading instruction is begun.

Sufficient data is not available to make a complete evaluation of the program at this time. It seems logical, however, that the following conclusions may be justified:

1. Participation in reading readiness activities tend to increase the children's interest in reading.
2. The time required in preparation for formal reading instruction is shortened when systematic instruction in readiness is provided.
3. Participation in small group readiness instruction enables the teacher to make closer observations. This observation and supervision expedites the detection of handicaps which might interfere with the child's success in reading.
4. A well organized reading readiness program seems basic to a successful developmental reading program.

The Impact of "Modern Mathematics" in the Secondary and Elementary Schools

Henry M. Eldridge
Fayetteville State College
Fayetteville, North Carolina

Dr. Margaret Mead has stated that, "Within a single decade, human beings were asked to learn that all the assurance that had been based on mathematical and scientific knowledge, had been shattered by the very knowledge they had trusted. They had to learn that there is assurance of continuity".

This is our age of thermonuclear bombs, push-button operation, electronic brains. As you have often been told, we have seen more technological change in the past twenty years than in all previous history.

Once you could ask Johnny what is two times two, and Johnny would reply immediately, four. Now Johnny will ask teacher what base are we operating in. Once an elementary teacher could get a degree from some of the better colleges without having a single course in mathematics. Now, most of the colleges require for all teachers a two course sequence, devoted to the structure of the real number system and its subsystems, another course devoted to the basic concepts of algebra, also a third course in informal geometry. Included in

these courses we must have the following: elements of set theory, whole numbers, numeration systems, inverse operations, integers, rational numbers, decimals and the real numbers, relations and functions, equations and inequalities and such ideas in intuitive geometry as betweenness, interior, exterior, closed and open figures, space concepts, etc.

The "modern mathematics" program requires you to attack it word by word and line by line. It is the only subject in the world which critics can write about and still admit their knowledge is limited.

How the students measure up to the challenge depends mainly on how hard they work, and most of the students have been quite industrious. The school only supplies the means and

books; the faculty can only lead the students.

Due to increasing technological complexity, industry demands more and more education and pays higher and higher salaries to well educated people. I am sure that there are students who simply have the desire for more learning; these are the scholars of tomorrow.

May I add a historic note here? On October 4, 1957, you and I officially left behind the "old-fashioned", industrial age. That day and night, the Soviet Sputnik whirled around the earth in an ecliptical orbit, 18,000 miles an hour with a complete circuit every ninety-six minutes, six hundred or more miles above us into the lethal Van Allen radiation bands. This ended our world of dominating earthbound E, H and U bombs, our secure leadership, our secure NATO, our hopes of balanced national debt, and our familiar ways of scientific and humanistic learning. Literally we ripped the pencils from the hands of children and stopped them from being just pencil pushers but scholars, able to develop a number system literal or numerical, to translate from the decimal to binary so we can get proper feed back from the orbiting American universes.

By those who know, they even urge parents to learn the "modern mathematics", as always, in the world where ignorance clashes with ignorance; through the night we think, care and do. Obsolete is the Ivy Tower concept — mathematics is a mental exercise which has a beauty of its own — and should be enjoyed by the select few. The present program is to produce scholars who act. Its aim is much the same as those of the original Athenian Academy and Lyceum. Its aim is still to encourage free and full discussion, dialectic, and decision-

making. The students have caught onto it like "wild fire" and it has shocked many teachers out of complacency and made us take T. V., In-service and other courses to catch up. As Ralph Perry of Harvard put it, "For each new problem comes a moment of decision. The choice must be made before it is too late; otherwise, life is meaningless."

The "modern mathematics" program expresses reason rather than impulsive reaction. Decisions that stem from facts and must frame and settle the choices. The "new" program helps man in his thinking, calculating designing, investing and constructing faculties, repels the law of nature and enacts in its stead the psychological law, the law of the mind.

In this age we can't afford to reason badly. Yet, we as teachers, have a tendency to underestimate the abilities of our students. Systematic thinking is recent in the ascent of man. Aristotle in the fourth century B. C., conscious as he was of the fickleness of the Athenian, insisted on the supremacy of intellectual proofs.

Man is astonishingly good at dealing with the physical world, but it is not the idea of the "new" program to boil down theory of sets or mathematical logic, but to have them look upon the "modern mathematics" program like a man standing upon eminence, taking a large and rounded view of it on every side, contemplating each of its parts under a vast variety of relations, although, these relations may be often complex and remote. The late Adlai Stevenson was obviously thinking of the problems of war, peace, finance, trade, and the issues discussed by Aristotle and all thinkers since Mr. Stevenson said, "We are marked men, we Americans. We have been tap-

ped by fate — for which we should forever give thanks not laments". And he added with confidence, "What a day to live in." How do you feel about the mathematics program of your school — is it getting the job done?

About the Hammocks

Now that teachers in all NC-TA Districts have taken care of the regular fees, it is reasonable to anticipate a greater response from NCTA members on their Hammocks Expansion pledge payments, which is so necessary at this time.

Persons represented at the 16th Annual Hammocks Pilgrimage Celebration voted that a car be made the grand prize for this year on a \$1.00 patron ticket. This is being arranged according to the request, and we will need as many persons as possible to handle some of these patron tickets, which will be ready for distribution around the first of February. Send your request for car tickets to W. R. Collins, 125 East Hargett Street, Raleigh, with complete address and the number of tickets desired.

Principals, do not forget the crepe myrtle drive. Please get your school and community represented so that by May we can have the initial planting completed.

W. R. Collins

Hammocks Expansion

Director

Administrators and Supervisors Meet in Large Numbers at Conference



A. C. Crowder, Dr. Dowdy and J. H. Wooten

Principals, supervisors and superintendents in large numbers were on hand December 8-9 from all over the state to participate in the Annual Administrators and Supervisors Conference. The departmental meetings and workshop clusters were held at the Goldsboro Motor Hotel as well as the banquet and luncheon.

The banquet speaker for Thursday evening was Dr. L. C. Dowdy, president, The Agricultural and Technical College, Greensboro. Addressing the group on the subject, "Threatening Elements of Failure in our Educational System," Dr. Dowdy stated that "our society cannot make all citizens equal, but it can help every man make himself a full citizen." "We in the south, must not only catch up, but we must keep pace with our society. Working together in the southland, we can make a great contribution to society. Dr. Dowdy said that one of our great concerns is to develop the basic tools of communication. "We must find new ways to teach to give the youngster the facilities to use these symbols. Education cannot be considered in any other way than through good teaching." No machine can take the place of the teacher; there is no cheap way to produce dedication", he declared. "As administrators, we must stop kidding ourselves into believing that one teacher can teach all of the subjects. We must keep conversant with all areas in our fields, teach through processes to enrich our culture for our students by bringing to them world understanding."

Dr. Dowdy warned that the threat of failure is on the doorstep of every school where the team approach has not been developed. "There is a

threat of failure so long as we do not recognize that Negro students need our help to remove deficiencies. There is a threat of failure in our society as long as we have hate, and insatiable greed, which feed ignorance. The threat of failure in education is everywhere that disease and poverty is among men. The threat of failure in education is wherever the administrator becomes an expensive end rather than a tool for service in the educational program.

Dr. Dowdy advised the administrators to "prevent obsolescence from setting in upon you."

In conclusion he stated with "with education we can make our contribution to society and fulfill our dreams."

Speaking at the luncheon meeting on Friday, December 9, Dr. Edward Warner Brice, assistant to the assistant Secretary for Education, Department of Health, Education, Washington, D. C. chose as his topic: "The Kind of Public Schools We Need."

"For America's schools, the time for day-dreaming and complacency over the responsibility of being an educator is over, if it ever existed," he avowed. "We are entering a period now when we are not only forced to be alert and urgently responsive, but actually we are under tension for accomplishment." "As I travel about the United States, I am convinced that a sense of urgency must be created on the need for improvement and strengthening of our public school system," he noted.

Reviewing the history of universal free public education in the United States, Dr. Brice reminded the group that as far back as 1671 governmental leaders were opposed to free schools.

"Today," Brice stated, "we may be justly proud of our accomplishment in education in the United States. Over 96 percent of the total population, ages 6 through 17, are enrolled in public or non-public schools. Eighty percent of the children 16 and 17 years of age are enrolled in school. Below the college level, then, education in the United States can best be described as free, compulsory, and nearly universal." Dr. Brice observed that more than 65 percent of the secondary school age group graduate from secondary schools. About one half the graduates of American high schools enter college, and many others enroll in commercial, trade, and technical schools not associated with colleges and universities. "This quantitative growth," he said, "has been accompanied by substantial qualitative gains." "But," he cautioned, "we cannot afford the luxury of judging our schools today by the past, however, much progress has been made. The question is not whether our schools are better — they are — but whether they are good enough for the new day in which we live."

"As we think about the kind of public schools we want, it is important to assess the reasons we want them. The first consideration is that in our society every child has the right to an equal opportunity to make his own way, and it has become recognized that the schools are an essential ingredient in this process."

"A second new consideration grows from recent analysis of the relation of education to economic development. Education contributes directly to economic growth because it improves the quality of the labor force; it is the source of the research scientists and engineers responsible for much of our technological advance."

Dr. Brice further stated that, "it has been estimated, in fact, that in recent years our investment in education has been responsible for up to 40 percent of the Nation's growth and productivity. It is an investment which results in higher wages and greater purchasing power for the worker and in the new products and techniques which come from trained minds."

"We need schools that will be characterized by a **restless, compelling** urge to improve, and a **climate for learning**."

"We need the best teachers, but we have not yet demonstrated that we are willing to pay for the best," Dr. Brice charged. "We give too little attention to the fact that teaching is a far more demanding, complex task than it used to be. In the past, the teacher, backed by a few text he selected, was considered a source of information without peer or contradiction, with little competition from newspapers or magazines, and not much more from books. Today's teacher may be as dedicated as his predecessor and is probably better prepared in many instances, but his interpretations are often overshadowed by various innovations."

In conclusion, Dr. Brice informed the group that Congress has asked the Department of Health, Education, and Welfare to spend a great deal of your money on the children of this Nation, and to spend it well.

"We do not want to send checks to school districts that ignore all or part of the children — that do not seek to spend the money for the purposes for which the Congress and the President intended. Our basic concern is that a child moves forward and learns; that he grows into adulthood with dignity and all knowledge he can handle for his working life and his leisure-time life."

"This is a major responsibility of ours. This is the core of our success or failure. And, I believe it calls upon every ounce of energy that is in the teaching profession today — every fine idea, every sharp mind, every willing heart, and head in education. Teacher, administrator, school board member, parent — everyone is needed and needed fully in order to build the kind of schools we need in the United States today. This is what we need to do now in order to make real our belief in the "American Dream."

Workshop clusters were held on the following topics: "Desegregation Guidelines," moderated by Dr. E. W. Brice, with Mr. R. S. Cooper as chairman; "Evaluation and Implementation of Titles I, II, and III of the Elementary and Secondary Act of 1965," Mr. E. B. Palmer, executive secretary, NCTA, moderator; Mr. S. J. Howie, chairman. "Public School Law," Dr. J. E. Miller, assistant superintendent, Department of Public Instruction, Raleigh, moderator; Chairman, Mr. J. D. McAllister. Problems of School Desegregation, Mr. Marion Byrd, superintendent Saint Pauls City Schools, moderator. Chairman, Mr. J. W. Twitty.

The Departmental meetings were presided over by Mr. J. D. McAllister, Elementary Principals; Mr. R. S. Cooper, Secondary Principals; and Mrs. D. Goodson, Supervisors groups.

Organ Music was furnished by Mr. Benjamin D. Johnson, music instructor, Central High School, Goldsboro. Solos were offered by Mrs. Eleanor L. Harris, choral director, Dillard High School and Mrs. V. Powell, choral director, Carver High School, Mt. Olive.

Greetings at the banquet were brought by Mr. B. D. Britt, City Manager, Goldsboro; Mr. A. R. Anderson, general supervisor, Wayne County Schools; Mr. Jerry D. Paschal, superintendent, Goldsboro City Schools, and Dr. Rudolph Jones, president, North Carolina Teachers Association. The speaker was introduced by Mr. A. C. Crowder, chairman, Division of Administrators and Supervisors, NCTA.

Mr. J. W. Maske presided over the luncheon meeting. Greetings were brought, in behalf of the lay community, by Mrs. G. B. Hamilton, executive director, Operation Bootstrap, Inc.; in behalf of Professional Organizations, Dr. H. F. Co-field; the P.T.A. Council, Mr. Milas Kelly, president.

Remarks on "Merger and SAT" examination were made by Dr. Rudolph Jones, president, NCTA.

Mr. W. M. Reinhardt, principal Central High School, Wayne, introduced Dr. Brice, who was a former student at the school.

The Necrology for those who passed from December 1, 1965 - December 1, 1966 was read by Mrs. D. Goodson, supervisor, Raleigh City Schools.

A. C. Crowder is chairman of the Division of Administrators and Supervisors. J. H. Wooten was Host Chairman.

Position Open

OFFICE OF THE
BOARD OF EDUCATION
OF ANNE ARUNDEL COUNTY
ANNAPOLIS, MARYLAND

October 1, 1966

TO ALL INTERESTED PERSONS:

The Board of Education of Anne Arundel County announces a vacancy in the position of Superintendent of Schools commencing August 1, 1968. This vacancy is being created by the retirement of the present superintendent, Dr. David S. Jenkins, who will reach the state mandatory retirement age of 70 years in May, 1968.

The Board is now soliciting applications to fill this vacancy and has employed the following three consultants to make recommendations concerning the candidates for appointment:

Dr. Otto F. Kraushaar, Chairman of Consultants

President, Goucher College, Baltimore, Md.

Dr. Willard S. Elsbree, Professor Emeritus of Educational Administration, Columbia University, New York, N. Y.

Mr. William Sartorius

Superintendent of Schools of Baltimore County, Md.

These consultants have been asked to undertake the following functions: screen available candidates referred to them by Board of Education members, professional education societies, PTA's and interested citizens of Anne Arundel County; seek and propose additional candidates; submit to the Board of Education every four months, commencing as soon as practicable, a list of all available candidates in the order in which they are recommended for consideration.

Letters of application and a completed application form should be forwarded to Mr. John B. Wright, President, Board of Education of Anne Arundel County, P. O. Box 628, Annapolis, Maryland 21404. The deadline for applications to be received at this address is July 1, 1967.

Applications will be reviewed and evaluated by the Board and its consultants. Selected applicants will be interviewed in their home cities in 1967 or may be invited to Annapolis for personal interviews by the Board.

JOHN B. WRIGHT, President
Board of Education
of Anne Arundel County

School Principals Study Tour

PROSPECTUS
STUDY MISSION FOR
SECONDARY SCHOOL PRINCIPALS, 1967

with emphasis on
Education in the Soviet Union
and Eastern Europe

Date: March 30-April 20, meeting one day earlier in Washington for orientation. The group assembles during the week after Easter 1967.

Countries: The tour is tentatively planned to visit the capital cities of Denmark, USSR, Romania, Bulgaria, Yugoslavia, and England, in that order. In some of the countries, excursions will be arranged to other cities.

Purpose: The purpose of the trip is to observe at first-hand the systems of secondary education in these countries. The group will visit schools to study curriculum, organization, administrative and supervisory practices, and teaching methods, and will have an opportunity to observe classes and talk with teachers and pupils. The group will hold occasional seminars. There will also be opportunities to observe other aspects of the culture of the countries.

Transportation: Travel will be based on the 21-day excursion plan, economy class.

Accommodations: The basic rate will provide twin-bedded rooms, for two persons, with private bath where available, at first class (not luxury) hotels. Persons who wish to obtain single room will be able to do so for a supplementary charge of approximately \$60 for the whole trip.

Meals: In USSR, Romania, and Bulgaria, all meals will be provided. In other countries it is expected that the plan will provide "half-board", consisting of breakfast (Continental) and one other meal, either lunch or dinner as arranged. This will offer greater flexibility and hopefully greater girth-control.

Eligibility: Membership in good standing in the NASSP. Acceptance of an application from a woman members who is otherwise professionally qualified will be contingent on the acceptance of applications of at least two such persons. Applications from spouses will be accepted only if they are professionally qualified members of the Association.

Costs: The cost is set at \$950, from Washington back to New York. This is less than last year partly because the Association is absorbing much of the administrative cost, and partly because the tour will provide fewer meals (in some countries). This also means that each tour member may expect to spend an additional sum for the "third meal" in some of the countries. After applications are accepted a deposit of \$150 will be due.

Cancellations may be made with full return of deposit up to one month before departure.

Applications: An application form may be obtained on request from this Association.

Note: All statements in this prospectus are in accordance with present plans but are subject to change. The prospectus should not be viewed as a contract.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

A Department of the
National Education Association
1201 Sixteenth Street, N.W.
WASHINGTON, D. C. 20036

November 30, 1966

Mr. John H. Wooten, Principal
Dillard High School
P. O. Drawer 1539
Goldsboro, North Carolina 27530
Dear Mr. Wooten:

Let me add my congratulations to those of Mr. Tompkins on the acceptance of your application for the Study Mission next March. I look forward with a great deal of pleasure to being with you then. It is my present purpose to make some suggestions for early action.

First, you may start on obtaining a passport. If you already have a passport please examine it to be certain it will be valid at the time of the tour. If you wish to obtain a passport, please follow the enclosed instructions. The valid passport should be in our hands by February 1, so that our travel agency can process all passports together in getting the necessary visas for the countries that require them. If you meet the deadline, you will save much time, trouble, and possibly expense. If not, we may have to ask you to get the visas directly.

We also need to know your preference for a single or double room. You will recall that a single room for the whole trip will add \$60 to your bill. It was the experience of many members of the first Mission that they enjoy the camaraderie of sharing a room. Furthermore, exactly for this reason, it is our plan to shift the rooming list at least once in the course of the trip. On the other hand, there are those among us who are definitely uncomfortable in sharing a room. In either case, you are invited to state your preference now. We have asked our travel agency to reserve some rooms of each type, but by December 15, we must settle definitely on the number of each. After that date, it will not be easy to shift from one type to the other. If you wish a single room throughout the trip, please add half the additional cost, or \$30, to your initial deposit, making \$180 due by December 15.

The travel agency with which we have contracted is Security Travel, Ltd., an affiliate of the long-established Security Storage Co. of Washington. The manager of Security Travel is Paul Blasier.

Some of the members of the first Mission ("Veterans of the first Balkan campaign") wish

to gather during the annual meeting in Dallas. In due course, therefore, we will designate a time and place for them to gather, together with members of the 1967 group.

Subsequent communications will provide the exact itinerary, the hotel list, the rooming list, identification of all participants, information about baggage and insurance, and suggestions about clothing. You will also receive in due course mailing instructions. Reading materials and suggestions are being assembled for use in advance. All pertinent information will come to you as soon as it is ready.

The target date is Wednesday, March 9, 1967 in Washington, for meetings prior to departure the next day. I do hope, however, we will meet in Dallas. Until then, we have much to do. With good wishes,

Sincerely yours,
WILLIAM H. MORRIS
Associate Secretary

**NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

A Department of the
National Education Association
1201 Sixteenth Street, N.W.
WASHINGTON, D. C. 20036

November 30, 1966

Mr. John H. Wooten, Principal
Dillard High School
P. O. Drawer 1539
Goldsboro, North Carolina 27530
Dear Mr. Wooten:

I am delighted to tell you that your application to take part in the NASSP Study Mission to Eastern Europe next spring has been accepted. You can be assured of a place when your deposit is received. Your check in the amount of \$150 should be made payable to NASSP. Although December 15 is the deadline for this purpose, places will be assured in the order in which deposits are received. Names will then be put on the waiting list.

The Mission Director is William Morris, NASSP Associate Secretary. He will communicate with you shortly on a number of details connected with the tour, and you should henceforth address your correspondence to him.

Let me congratulate you, and assure you from personal experience that this Mission will offer good professional opportunities as well as personal enjoyment with some of your colleagues from all over this country.

Sincerely yours,
ELLSWORTH TOMPKINS
Executive Secretary

AN INVITATION

to join your Professional Association
The Department of Elementary
School Principals, NEA for 1966-67
Purposes of the Department

The DESP was organized to serve the specific professional needs of elementary school principals. It seeks to improve the quality of elementary education by promoting the development of increasingly effective leadership for elementary schools. To achieve this purpose, the Department:

1. Provides opportunities for cooperative study of various problems common to the elementary schools of our nation.
2. Provides assistance through publications, conferences, encouragement of local and state associations, and individual counseling.
3. Aids in coordinating the activities of local and state associations and serves as a center for the interchange of ideas and information.

Members will receive six issues of the magazine, The National Elementary Principal, and one or more special publications.

MEMBERSHIP BLANK

Department of Elementary School Principals
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Check one: New ☐ Renewal ☐

Enclosed is \$12.00, my dues for September 1, 1966—August 31, 1967 in the Department of Elementary School Principals, \$5.50 of which is for a subscription to The National Elementary Principal for one year.

Name
Address
City State Zip

If you have moved since last renewal, please give former Address:

First State Workshop for Future Teachers

The first state workshop for the chapters of the Future Teachers of America, sponsored by the North Carolina Teachers Association, was held Saturday, December 10, in Greenleaf Auditorium of Shaw University. The theme of the workshop was "The Profession's Responsibility for Quality Education in High Schools, Jr. High Schools, Colleges and Universities." Miss Eulah M. Battle, state student president, NEA-NCTA, A & T College presided.

Greetings were brought by Mrs. Margaret Wilson, immediate past president, North Carolina Association of Classroom Teachers, Mrs. Lorena Marrow, state consultant, NEA and the Reverend John W. Fleming, director of admissions, Shaw University.

Mrs. Margaret Wilson also introduced the keynote speaker, Mrs. Edna C. Richards, executive secretary, NCACT. Mrs. Richards referred to the teaching profession as the most challenging of the world. She pointed out that each child is a unique individual, and therefore teacher's methods must change from day to day. She challenged the high school members of FTA to look to the goal of fitting others for high places in life, as education has been the chief concern of the world. Teaching as a career should not be chosen as a whim or last resort," she stated, "but as a channel by which to come to grips with the demanding and changing society in which we find ourselves.

Group sessions were held with Miss Eula M. Battle as leader, where suggestions for student organization, state programs, how to choose state of-

ficers, and how Student NEA relates to FTA were discussed.

Mrs. Lorena Marrow and Mrs. Edna Richards served as consultants to the advisers on the topic "Togetherness and How."

Other highlights of the highly successful program included a statement on "Why We Are Here," by Miss Jean C. Macon, president-elect, State Student NEA, North Carolina College at Durham.

Officers were installed by Vernon Packer, a student of A & T College, as follows: Caro-

lyn F. Morgan, president, a junior of Garner Consolidated High School; Alice Marie Dixon, first vice-president, a senior of Speight High school, Wilson County; Shirley D. Newton, second vice-president, a junior of H. B. Sugg High School, Farmville; Joseph I. Brown, third vice-president, senior of H. B. Sugg, Farmville; Deborah Grady, junior, Williston Senior High, president-elect; Loretta Stackhouse, recording secretary, senior, Williston Senior High, Wilmington; Patricia Dickens, corresponding secretary, senior, H. B. Sugg High, Farmville; Carlton Bryant, parliamentar-



OFFICERS OF FUTURE TEACHERS OF AMERICA INSTALLED — Standing: Vernon Packer, a student at A & T College, Greensboro, installs officers of the Future Teachers of America as follows, left to right: Carolyn F. Morgan, president, a junior of Garner Consolidated High School; Alice Marie Dixon, first vice-president, a senior of Speight High School, Wilson; Shirley W. Newton, second vice-president, a junior of H. B. Sugg, Farmville; Joseph I. Brown, third vice-president, senior of H. B. Sugg, Farmville; Deborah Grady, president-elect, junior, Williston Senior High, Wilmington; Loretta Stackhouse, recording secretary, senior, Williston Senior High, Wilmington; Patricia Dickens, corresponding secretary, senior, H. B. Sugg High School, Farmville; Carlton Bryant, parliamentarian, Union High School, Shallotte; Alfreda McCoy, historian, Monroe Avenue High School, sophomore, Hamlet; Lula M. Barnes, chaplain, H. B. Sugg High, Farmville.

The workshop was held on the campus of Shaw University, December 10, in Greenleaf Auditorium.

ian, Union High School, Shallotte; Alfreda McCoy, historian, Monroe Avenue High School, Hamlet; and Lula M. Barnes, chaplain, H. B. Suggs High School, Farmville.

Miss Jean C. Macon evaluated the program as being well planned, highly successful, with much information on the purpose of FTA.

Advisers and guests attending included Mrs. M. M. Barber, Garner Consolidated; Mrs. L. S. Graham, H. B. Sugg School; Mrs. A. B. Cruse, Hillside High, Durham; Mrs. Ethel P. Gore, Union High School, Shallotte; Miss Jephtha E. Walker, Speight High School, Wilson; Mrs. Leila Kelley Jones, Moore Avenue High School, Hamlet; Miss Elnora L. Wooten, Rosenwald High School, Fairmont; Madelyn Best, Booker T. Washington High, Reidsville; and Mrs. A. A. Shields, Bladen Central High.

The program was coordinated by Mrs. Edna C. Richards, executive secretary, North Carolina Association of Classroom Teachers, and Consultants for Student NEA and Future Teachers of America.

Classroom Teachers Meetings

February

AASA Convention (Week of February 14) Atlantic City, N. J.

March 16-17

NCTA Convention, Durham
C. R. T. Delegate Assembly & Banquet

April

Spring Executive Board Meeting
(Third Weekend following State Convention)

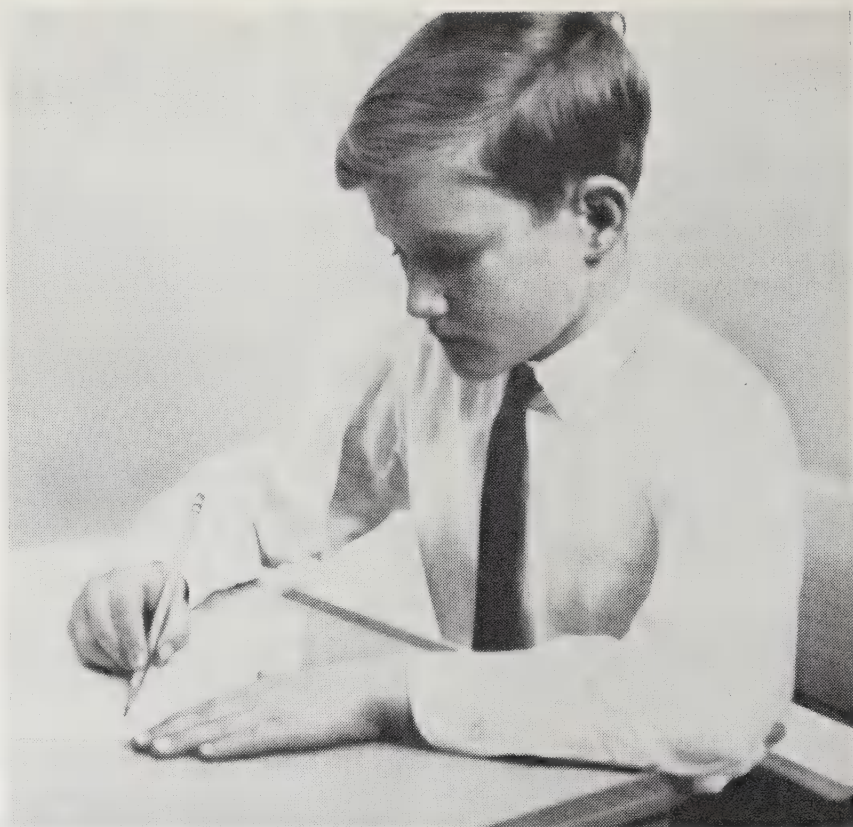
July

NEA Convention — DCT Representative Assembly & C. R. T. Night

C. R. T. National Conference
(Two weeks immediately following NEA Convention)

August

NEA-NCTA Leadership Conference (First day C. R. T. NEA-DCT Advisory Council Meeting, Washington, D. C.)



WHY JOHNNY CAN WRITE

Johnny's a lucky boy. Like you, his teachers *care*. They know how important good handwriting is in every aspect of Johnny's life. It helps him show his true ability in his written school work, and it will help him to secure and hold the position he deserves in the world of adults.

Johnny's teachers make sure that he always uses good handwriting practices. They insist on neatness, legible letter forms, proper spacing and alignment. They keep track of his personal handwriting problems, month by month. And they guide him in analyzing his own handwriting and improving it.

Johnny's supervisors help him, too. They know that he benefits from a

uniform approach to handwriting instruction in each of his classes and in each school he attends. They know how important it is to provide him with a personal handwriting book for guidance and reference. They recognize the value of both formal and remedial handwriting instruction in their programs and they encourage both teachers and students to strive for legibility.

Johnny's teachers know that half our states have made exhaustive studies of the many handwriting systems and that *one* system has been approved in more than ninety percent of the studies. Therefore, Johnny's teachers use the BETTER HANDWRITING FOR EVERYONE series. Ask us for complete information.



**NOBLE AND NOBLE
PUBLISHERS, INC.**

750 Third Avenue, New York, N. Y. 10017

THE NORTH CAROLINA TEACHERS RECORD

National Teacher Examination Requirements

J. P. Freeman, director, Division of Professional Services, Department of Public Instruction, State of North Carolina, Raleigh, has issued the following statement relative to National Teacher Examination requirements: "On January 9, 1964 the State Board of Education adopted minimum scores on the common portion of the National Teacher Examinations for various certificates issued in North Carolina. Since that time the State Board has continued to study

score results. The Board is now of the opinion that the minimum score on the common examinations should be raised and that, in addition, teaching fields should have minimum scores. In line with this opinion, the Board on June 2, 1966 adopted new score requirements as described in this report. It will be observed that the new score requirements become effective as of July 1, 1967. In the meantime, the current requirements will continue to be effective."

NATIONAL TEACHER EXAMINATIONS AS A CRITERION IN TEACHER CERTIFICATION IN NORTH CAROLINA

The State Board of Education believes that in the search for an adequate supply of competent teachers for the State, quality must be a keynote — quality in candidates for admission to teacher education, quality in preparation, and quality in service. It further believes that the crucial point in the process is at the admission point to the program of preparation. Students wishing to enter and remain in teacher education programs should meet high standards on the following counts: intelligence, academic achievement, physical stamina and health, emotional stability, moral and ethical fitness, knowledge of correct spoken and written English, and ability to work with others. Evaluation of these factors should be continuous; however, there should be specific check points along the way (e.g., admission to college, admission to teacher education, admission to student teaching, recommendation for initial license to teach, and admission to graduate programs). At each point a variety of evidence should be considered. Academic ability and achievement are only two indexes to success in teaching. Personal qualifications are equally important.

The State Board of Education has adopted policies regarding selective admission and retention of students in teacher education programs as stated in Publication No. 353, **Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education**, pages 3 and 4. The policies are as follows:

"1. The admission policies and procedures of

the institution shall assure that the candidates selected for the teacher education curricula show promise of becoming competent teachers. Candidates for the program should be evaluated for scholarship, personal and social fitness, physical and mental health, and suitability to area of interest. Objective evidence shall be provided to substantiate each candidate's professional promise. The standards for admission to the teacher education program shall be in addition to the general policies for admitting students to the institution.

2. Established procedures shall provide for selective retention and continuous evaluation of candidates throughout the program of preparation. The principle of selective retention assumes the withdrawal of those found unlikely to succeed as teachers. The quality of scholarship in the teaching field or area of each candidate shall be at a level above the minimally required for graduation. Objective evidence must be available to substantiate each candidate's proficiency in his chosen field."

Since 1960 the National Teacher Examination has been required for all teacher education graduates as one of the conditions for certification. The Board believes that this test is only one of the factors to be used in the selective process and should be properly related to other essential factors. It has adopted a policy which indicates that the testing data regarding the students of each institution shall be made available to the institution for use in examining the effectiveness

of its program, and to provide an additional factor for consideration in arriving at a recommendation of individual graduates to the State for certification purposes.

On January 9, 1964, the State Board of Education adopted minimum scores on the common portion of the National Teacher Examinations for various certificates. The Board is now of the opinion that the minimum score on the common examinations should be raised and that in addition teaching fields should have minimum scores. The Board, therefore, takes the following action:

I. MINIMUM SCORE REQUIREMENTS ON COMMON AND TEACHING AREA EXAMINATIONS

A. Effective for Ratings and Certificates as of July 1, 1967

1. Emergency Ratings and Certificates Below Class "A"
475 and above on each examination —
Regular rating or certificate
425 - 474 on each examination —
One-year Probationary rating or certificate
424 and below on either examination —
No rating or certificate is issued

Note: The applicant for an Emergency Rating must take teaching area examination in area(s) in which he expects to qualify for a regular certificate.

2. Class "A" Certificates
475 and above on each examination —
Regular rating or certificate
425 - 474 on each examination —
One-year Probationary rating or certificate
424 and below on either examination —
No rating or certificate is issued

3. Graduate Certificates (Master's degree)
550 or above on each examination —
Required for any certificate
based on master's degree
549 and below on entire examination —
No certificate is issued

4. Advanced Certificates (Sixth-Year and above)
625 and above on each examination —
Required for the advanced certificate
based on sixth-year program or above
624 and below on either examination —
No certificate is issued

B. Effective for Ratings and Certificates as of July 1, 1968

1. Emergency Ratings and Certificates Below Class "A"
500 and above on each examination —
Regular rating or certificate
450 - 499 on each examination —
One-year Probationary rating or certificate
449 and below on either examination —
No rating or certificate is issued

Note: The applicant for an Emergency Rating must take teaching area examination in area(s) in which he expects to qualify for a regular certificate.

2. Class "A" Certificates
500 and above on each examination —
Regular rating or certificate
450 - 499 on each examination —
One-year Probationary rating or certificate
499 and below on either examination —
No rating or certificate is issued
3. Graduate Certificates (Master's degree)
600 or above on each examination —
Required for any certificate
based on master's degree
599 and below on either examination —
No certificate is issued
4. Advanced Certificates (Sixth-Year and above)
650 and above on each examination —
Required for the advanced certificate
based on sixth-year program or above
649 and below on either examination —
No certificate is issued

II. ADMINISTRATIVE POLICIES EFFECTIVE AS OF JULY 1, 1967

- A. A candidate must meet all requirements for the certificate or rating involved and in addition attain the required minimum scores on both the common examinations and the appropriate teaching area(s) examination. The minimum scores are applicable in adding to or changing the level of certificate already held as well as for new certificates (e.g., one holding a social studies certificate and desiring to add the subject English will be required to meet the examination requirements). Seeking a change in certificate will in no way affect the presently held certificate or rating.
- B. When a teaching area examination is not available through the Educational Testing Service, only the common examinations will be required. The State Board of Education reserves the right to require an acceptable score on a recognized substitute examination.
- C. Candidates for certification may take examinations at regularly administered centers outside the State as well as inside. Test scores must have been attained within ten years prior to the date of application for certification and when the examinations have been or are taken more than once, the highest score is used.
- D. An applicant for a certificate (Class "A" or below) who has not taken the examinations is issued a temporary permit and is paid at the salary rating shown on the permit. Such permit is valid only until the test scores are available from the first administration of the National Teacher Examinations following the issuance of the

permit. A certification action is then executed in line with the examination results and any adjustment necessary in the salary is made retroactive to the beginning of the current fiscal year.

E. An otherwise fully qualified applicant for any graduate level certificate (including sixth-year and above) who has not taken the examinations is paid, if employed, on his currently held certificate until the examinations are taken and adequate scores are properly filed. Upon receipt of adequate scores by the State Department of Public Instruction, the appropriate certificate is issued and retroactive salary adjustment is made. The salary adjustment is limited to the fiscal year during which the applicant met the score requirements.

F. A test score presented to the State Department of Public Instruction for certification purposes must be properly authenticated by the Educational Testing Service, the examining agency. A properly authenticated score is defined as a score without any qualifications, reservations, or irregularities of any nature. If for any reason the authenticity of an individual's score is questioned by the examining agency or the State Department of Public Instruction, such score shall not be accepted for teacher certification purposes until the question of its authenticity has been resolved. Any certification action taken as a result of an examination score later found to be fraudulent or later invalidated by the Educational Testing Service for any reason shall become null and void upon receipt of the notification of fraudulency or invalidation.

The policy statement above was adopted by the State Board of Education on June 2, 1966.

Teaching Opportunities

If you are an experienced primary or secondary school teacher and have a Master's degree, you may have the opportunity to train teachers in Kenya, Tanzania or Uganda for two years, which begin in September, 1967. You will receive: approximately \$9,500 per annum — round trip travel for you and your family — comfortable housing at reduced rentals — the personal and professional reward which a contribution to nation-building bestows.

For further information and applications, write

Teacher Education in East Africa
Teachers College, Columbia University
New York, New York 10027

NTE Workshop Held

The Southwestern District of the North Carolina Teachers Association held a National Teachers Examination workshop on Saturday, December 3, at Highland Junior High School, Gastonia. The program of activities centered around the theme: "Implication of the National Teacher Examination for the Negro Teacher."

Discussion Groups explored the following topics: Group One, "Societal and Psychological Foundations of Education", Mrs. Marjorie Belton, counselor, West Charlotte Senior High School, chairman. Group Two, "Science and Mathematics", Mrs. Juanita Reid, counselor, York Road Junior High School, chairman; Mr. John Smith, director, Science and Mathematics, Charlotte - Mecklenburg Schools, consultant. Group III, "Literature and Fine Arts"; "English Expression Mechanics of English", Mr. Christopher Sandford, counselor, Irwin Avenue Junior High School, consultant.

A summary on the Techniques of Taking Test was given by Dr. Hugh I. Peck, Director, Educational Evaluation Service, Charlotte-Mecklenburg.

The NTE workshop was sponsored by TEPS and Teacher Welfare Committees, Southwestern District, NCTA.

Bonus—

Education USA Subscribers

The National Science Foundation has nearly \$23 million available for nearly 20,000 high school teachers of science and mathematics who will be paid for attendance at hundreds of colleges next summer to learn new teaching techniques and aids. It also has \$815,000 for next summer's institutes at which 377 high school science teachers can engage in research, for pay. Applications for participation must be made to the colleges, universities, etc. sponsoring the institutes, but information about where to apply may be obtained by addressing an inquiry **ON A POSTCARD**, to the National Science Foundation, 1800 G Street, N.W., Washington, D. C. 20550. The Foundation specifically asks that inquiries directed to it be on postcards, not on letters.

The Editors, Education U.S.A.

On Merger of Louisiana State Associations

The Louisiana Teachers Association voted 579 to 183 to amend its constitution by removing the word "white" from its membership rules. According to a weekly report on educational affairs EDUCATION U.S.A. "This was a step toward ultimate merger with the all-Negro Louisiana Education Association. By this action, Louisiana became the last of the state education associations affiliated with the National Education Association to eliminate racial restrictions for membership."

Louisiana Education Association Inc.

Capsule Statement of the LEA on Merger

The Representative Assembly of the National Education Association passed Resolution 12 which is concerned with two problems arising out of the process of public school desegregation — the problem of human rights in educators and that of dual associations. This capsule statement concerns itself with the latter.

Resolution 12 was originally designed to bring about unification of state associations by July 1, 1966. When some state associations failed to meet the deadline, the Representative Assembly directed the N. E. A. Executive Committee to suspend or disaffiliate any state association that had not complied with Resolution 12 of 1965 because of the non-submission of adequate plans. The resolution now requires that unless the plans submitted by July 1, 1966 have been approved by the NEA Executive Committee, plans, jointly developed, by the dual associations, must be completed by June 1, 1967.

The Louisiana Education Association adopted a Position Paper "Principles and Procedures Governing The Consolidation of State Education Associations" at its Annual Convention in Shreveport, Louisiana in 1964. In compliance with a mandate from the 1964 Convention, LEA organized a Committee on Merger to work with the Louisiana Teachers Association on the task of devising principles and procedures for joint action toward the unification of the two teachers' associations.

The LEA also sent three representatives to a meeting on problems of dual associations sponsored by the National Education Association in Louisville, Kentucky along with representatives of other NEA affiliated associations. The Louisiana Teachers Association was not represented at this meeting. The next such meeting consisting of representatives from states with dual associations and a NEA Panel Group designed to work with dual associations on possible merger was held in Atlanta, Georgia. In an LEA-LTA staff conference, it was agreed that Mr. J. K. Haynes, LEA Executive Secretary, and Mr. James Morris, LTA, would represent their respective associations. Mr. Haynes attended the meeting. Mr. Morris telephoned advising that he had missed his plane and could not be present.

Some staff members of the LEA and LTA Associations have also discussed informally proposals for the organization of a joint steering committee on mergers. Tentative dates for meetings were set on two or more occasions but the committee meeting failed to materialize due to the inability of LTA officials to assemble its committee members.

The LEA has no social restrictive clause in its Charter. In 1948, the Association amended its Constitution to change its name from the Louisiana Colored Teachers Association to the Louisiana Education Association. Later the LEA was incorporated under the laws of Louisiana. Since that time there has been no reference to race in any aspect of the operations of the organization.

Although LEA is amenable to the idea of establishing one teacher association in the State, the LEA believes firmly that certain basic principles and procedures are needed to insure a "merger" to prevent an "absorption" or "abandonment" of one association by the other. The LEA is convinced that the uniting of dual associations and of the profession can be achieved effectively only through negotiations at the highest level by the leaders of the two associations.

In other states serious consequences have resulted from district and local associations acting in advance of top state action in discussing and acting upon this highly **legal** and **technical** process. Even some departments have attempted

to draft or listen to proposals at local or subordinate structure level on the proposed merger. In order to assure the continued fulfillment of the professional and welfare services in our program as well as the continued protection of the rights and responsibilities of the individual and corporate membership, including job protection and security, your attention is called to a section of the "Principles and Procedures Governing Consolidation of State Education Associations," adopted by the 1964 LEA Convention in Shreveport, Louisiana:

"Local option can be most effective only where there is a specific common policy at the state level that can give guidance and direction to local associations.

The LEA Executive Council now recommends that the procedures stated above be followed.

The Executive Secretary is instructed to send a copy of this capsule statement to the Louisiana Teachers Association and the National Education Association.

(This statement was adopted at the 65th Annual Convention of the Louisiana Education Association in its First Business Session, Monday, November 21, 1966.)

SIGNED:

Mack J. Spears

President

J. K. Haynes

Executive Secretary

ECS Steering Committee in December Meeting

The Education Commission of the States may start making recommendations soon for the improvement by states of education.

The Steering Committee of the Commission — operational arm of the Compact for Education — considered during its winter meeting December 8-9 in New Orleans, whether there are important existing educational issues on which action within states might be spurred if the Education Commission makes recommendations.

The Steering Committee — governing body of the Commission — meets quarterly to decide policy questions. The Commission supported by 38 states, is designed to bring together educators and lawmakers in considering the needs of education.

The Commission, created last May has set up interim headquarters in Cincinnati, home-base of its executive director, Wendell Pierce, who also serves as Cincinnati school superintendent. When Pierce's contract expires in February, the Commission will be free to move its headquarters to Denver.

The Steering Committee will be asked to approve a two-year lease on an office site in Denver. If approved, new staff members of the Commission would move directly to Denver. In June, the entire Cincinnati operation would be moved.

The Committee will also be asked to approve a special study of information needs which could lead to a computer-fed operation for serving states. If approved, the study will get underway as soon as \$135,000 in foundation funds can be secured.

Under present plans, the study would be in four steps—1) identify present and future information needs of state educators and lawmakers through direct interviews or group meetings; 2) inventory existing and planned information sources and analyze how they match existing needs; 3) check on how much information, in up-to-date and useful form, is available to state leaders; 4) find the unique services the Commission could perform and recommend staff and budget needs to provide them.

The Committee will receive progress reports on the first three of seven special projected studies. Dr. H. Thomas James, dean of education at Stanford, will head up a study on methods of financing elementary and secondary education; Dr. S. V. Martorana, dean for two-year colleges, State University of New York, has been asked to lead a study on community-centered post-high school education; and Dr. Leon P. Minnear, state school superintendent in Oregon and a Commissioner, will head a task force exploring trends and needs in vocational and technical education.

LOOP FILMS

(Continued from Page 17)

Sources:

Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025
The Ealing Cartoon Films LTD
2225 Massachusetts Avenue
Cambridge, Massachusetts 02140
Halas and Batchelor Corporation
Lysbeth House
Soho Square
London, W. I.
McGraw-Hill Book Company
Text-Film Division
330 West 42nd Street
New York, New York 10036
Newsletter of 8MM Film In Education
Horace-Mann-Lincoln Institute
of School Experimentation
Teacher College, Columbia University
New York, New York 10027

Letters to the Editor

THE UNITED STATES
COMMISSIONER OF EDUCATION
WASHINGTON, D. C.

February 7, 1966

Mr. E. B. Palmer
Executive Secretary
North Carolina Teachers Association
Raleigh, North Carolina

Dear Mr. Palmer:

Thank you for the congratulatory telegram sent on behalf of the Directors and Members of the North Carolina Teachers Association. I am grateful for their best wishes and support.

My stay in North Carolina was delightful and I hated to leave the friends I had made. I hope that our associations may continue in the future.

Sincerely yours,
HAROLD HOWE II

N.A.A.C.P. LEGAL DEFENSE AND EDUCATIONAL FUND, INC.

10 Columbus Circle
NEW YORK, N. Y. 10019
November 14, 1966

Mr. E. B. Palmer, Exec. Secy.
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

Dear Mr. Palmer:

Mr. Jack Greenberg thanks you for a check of \$6,762.85 which represents a contribution made by The National Education Association of Washington, D. C. to the North Carolina Teachers Association for work done by The Legal Defense and Educational Fund on the Hendersonville, N. C. Teacher Case. The organizational cooperation represented in such financial support is most commendable and The N. E. A. merits high praise for its part in it.

The N. C. T. A. has a long and worthy record in defending the Negro Teacher and it is most significant that the N. E. A. now joins the N. C. T. A. in the common cause. Education in the South and the Nation will be improved as a result of this joint effort. It rallies confidence in the work of The Legal Defense and Educational Fund and for this we are deeply appreciative.

Sincerely yours,
JOHN W. DAVIS
Special Director
Teacher Information and Security

NATIONAL COMMITTEE OF EDUCATORS FOR HUMAN RIGHTS

Mary Ellen Luebke, Corresponding Secretary
501 West Washington Street
South Bend, Indiana 46601

November 18, 1966

Dr. William G. Carr, Exec. Secy.
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Dear Dr. Carr:

We are concerned about the recent action of the Executive Committee in regard to Louisiana. As partners in the development of Resolution 12 of 1966 it was our understanding that the Executive Committee was responsible for the drawing up of guidelines by which jointly developed plans for merger could be evaluated. At the assembly we stated the objective and left implementation with our highest elected body, the Executive Committee.

Answers to the following questions will be most helpful.

1. Has good faith been defined? If so, specifically what is the definition? Does merely removing the word white from the state constitution constitute good faith?

2. Which local and state associations have complied with Resolution 12-66 as of September 30, 1966? Which state and local associations have not complied with Resolution 12-66 as of September 30, 1966?

3. Have guidelines for evaluating merger plans been developed? Who has developed these guidelines? If guidelines are not yet developed, what is the target date for completion?

4. What body has been assigned the task of mediating differences?

5. What body will conduct fact-finding if merger has not been completed by the deadlines specified in Resolutions 12 — 1965 and 1966?

6. What procedures will be followed if merger has not been completed by the deadline?

7. What plans have the Executive Committee developed for reporting its findings and actions relative to the implementation of Resolutions 12 — 1965 and 1966 by state and local associations in the December issue of the NEA Journal and the NEA Reporter.

We hope that you can answer these questions for us. If answers are not available will you please make arrangements for our representatives to meet with you and/or the Executive Committee at the earliest possible date, hopefully before the next regular meeting of the Executive Committee.

We are sure that you will agree that the urgency of this matter warrants such action. The mood of the Miami Convention would indicate that dramatic results will be expected before the next assembly.

If we can be of assistance in any way to you and/or the Executive Committee in furthering the best interests of the NEA we make ourselves available at your convenience. Because of the urgency of this matter we hope that you will be able to respond to this letter within the next two weeks.

Cordially,
E. B. Palmer, Chairman

'mel

cc: Executive Committee of NEA
Regional Chairmen of NCEHR
Midwest members of NCEHR
President of NCUEA

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.
WASHINGTON, D. C. 20036

December 5, 1966

Dr. E. B. Palmer, Chairman
National Committee of Educators
for Human Rights
125 East Hargett Street
Raleigh, North Carolina

Dear Dr. Palmer:

I received a somewhat similar inquiry to your letter of November 18 from Mr. Reed of Alabama. Perhaps the simplest way to reply to the Louisiana part of your letter is to send you a copy of my telegram to Mr. Reed and his telegraphed response.

The Louisiana Teachers Association membership has recently voted by more than a two-thirds majority to remove the "white clause" from its constitution.

Resolution 12 provides that the membership be kept informed with regard to developments in this area by means of an article in the December *NEA Journal*. This *NEA Journal* is now on the press. It will contain such an article and should reach you about the same time as this letter.

If there are other questions on which I can supply information, please let me know.

Very truly yours,
WILLIAM G. CARR
Executive Secretary

Annual Conference of the National Association for Gifted Children Set

The 14th Annual Conference of the National Association for Gifted Children will be held at the Hotel America in Hartford, Connecticut from Wednesday, May 3, 1967 through Saturday, May 6, 1967.

Dr. Edward C. Frierson of George Peabody College in Nashville, Tennessee will deliver the opening address entitled "Identifying the Five Major Issues in Education of the Gifted." Dr. Frierson is Coordinator of Education of the Gifted in the Department of Special Education at George Peabody.

Dr. Paul Witty, professor of education at Northwestern University will be the banquet speaker on Thursday, May 7. Dr. Witty is also Associate Editor of **Highlights** for Children.

Workshop and seminar sessions are also scheduled throughout the four day session on identification procedures, programming, curriculum materials, Montessori programs, parents, evaluation and research.

William G. Vassar, consultant for Gifted and Talented Programs in the Connecticut Department of Education is chairman for the conference. His program committee consists of: Dr. Walter Barbe, editor of **Highlights** for Children; Dr. Robert Porter of the State College of New York at Oneonta, New York; Gladys Grimjes of Fort Dodge, Iowa Public Schools; Maria Laas of the Omaha, Nebraska Public Schools, and Mary E. McManamy of the University of Massachusetts.

For further information, final program and reservations, write:

William G. Vassar
Consultant for Gifted and Talented Programs
State of Connecticut
State Department of Education
Box 2219
Hartford, Connecticut 06115

SUPPORT LIBBY KOONTZ

IN HER CAMPAIGN FOR

THE OFFICE OF VICE-PRESIDENT —

PRESIDENT-ELECT NEA

Suggestions and Conclusions

Compiled from
Reports of Conference Participants

STATE CONFERENCE ON FACULTY DESEGREGATION

Sponsored by NCEA, NCTA, NEA,
and U. S. Office of Education
Jack Tar Hotel, Durham, North Carolina

Saturday, August 27, 1966

1. In the desegregation of a school faculty, exchange only the *best* teachers — those who are willing and eager to meet the challenge of new situations in education. A teacher does his best work when a climate of security exists.
2. A teacher should be replaced by one who is equally as well qualified as the one who left. However, teachers should not be assigned to schools which cause a serious transportation problem for the teacher.
3. Special teacher assignment is not the answer to faculty desegregation.
4. "Communication" is the key word. The *best teacher* is still our best public relations person.
5. Parents must be educated to the fact that every individual has human worth and dignity. Perhaps the greatest fear of parents is that the quality of education will be inferior, or that their child will be ignored by a teacher of another race. Faculties must go more than half way to meet and work with all parents and children.
6. PTA and similar groups should not be allowed to disband because of integration. Parents and parent groups should be encouraged to discuss the advantages of learning to live with all races. Better understanding comes from such discussion.
7. Schools exist for the purpose of education for all children. They provide a normal setting for children to learn human relationships.
8. Direct experience in integrated schools is necessary to improve the thinking of the races. If we as educators do a superior job and set the pace for better human relationships, integration will work!
9. Accept people as they are, not as any one race. We are teaching *children* — not races — to live in a multi-racial world. A child's total development is broadened and enriched by having competent teachers, regardless of race. Pupils do benefit by having direct experience with a bi-racial faculty. They can be taught the contributions each race has made to the development of our country.
10. Students should be assigned, regardless of race, to schools in the district where they live. In a desegregated situation they are less likely to develop prejudices.
11. Integration should proceed at a speed that will not hurt the children.
12. Orientation of the child is most important. The child must be prepared for integration. The home particularly bears this responsibility, but home, school, and community should work together to prepare the child. On the local level we can accept and use all teachers as co-workers.
13. The profession should speak out for all races against organized groups of extremists. These forces should not be permitted to dictate to school boards how schools will be run. Many superintendents must now operate under outside pressures.
14. News media as well as extremist groups may be guilty of distortion of facts regarding integration of schools. Prepared statements should be given to the press by school officials.
15. Integration of faculty can be facilitated through written personnel policies, cooperatively developed by teachers, administrators, and the school board. Then all schools in an administrative unit would be operating under the same policies.
16. Teacher training institutions are willing to cooperate in training *teachers* — regardless of race. They should have integrated faculties and should include some courses on desegregation. Teachers who work with student teachers in a desegregated situation should themselves have had some experience in an integrated school. All prospective teachers should do their student teaching in an integrated school.
17. More inservice training workshops should be planned on an integrated basis. Less emphasis should be placed on tradition. Perhaps all teachers should be required to have a course in voice and diction. They should also know the background of the children they teach.

18. The teaching profession has a responsibility in making the public aware of today's social and educational patterns of change. Our attitude is very important in creating acceptance of this change and in dispelling fears that arise.
19. Local education associations should seek aid from the state association before real problems develop. As professional people, workshops and association meetings should be planned and held jointly on the local level.
20. Use a positive approach. Do a superior job of teaching, and integration will work! Simply follow the "Golden Rule" — Do unto others as you would have them do unto you.
21. Much progress is being made in North Carolina in faculty desegregation. Most teachers involved are accepting their responsibility and are making a sincere effort to make the program a success. However, ultimate success depends on the cooperation of all concerned — teachers, parents, children, administrators, school boards, and the community.

CONFERENCE SUMMARY

by William E. Stiles Jr., Professional Assistant
in the NEA Division of Urban Services

I have heard many things today that startled me, and some things which I have heard discussed in other states.

1. Transferral of teachers: Volunteers are best. People should be willing to be transferred.
2. Selection — Basis of selection should be to get competent teachers, those who are able to get along with others.
3. Fears? Discipline? What happens when a white teacher disciplines a Negro child. In actual practice this has not proved to be a real problem.
4. Problems faced from extremists elements: They are there in varying degrees. Are we realistic in evaluating their importance? The problems usually come when administrators move too slowly — not because they have moved too fast.
5. Exchange of information: Summer school, special classes, Sunday School classes in integrated teaching situations. This has been done and kept quiet so that it could be successful.
6. The professional association should speak out much more frequently than it has on these issues. Pass a resolution and make it public, so that the public will know your stand. The Arkansas professional association took such a stand when it was extremely unpopular to do so. It has the respect of all.

7. This has been a good meeting. The profession is standing together. We help solve some of the problems when we stand together. We are *teachers*, not different *kinds* of teachers. North Carolina is in the forefront. This meeting is proof of what you can do. Congratulations!

CTA Office, NCEA Center

P. O. Box 350

Raleigh, North Carolina 27602

A Desperate Need

"Upon the education of its people, the fate of this country depends."

This sign hangs in a classroom in El Salvador. It could be anywhere in the developing world. Throughout Asia, Africa and Latin America, the need and the children are the same.

The Peace Corps School Partnership Program invites North Carolina schools and school related organizations to join with them this year to help meet the desperate need for classrooms, and at the same time provide students with a meaningful involvement in the cultures of the nations of Asia, Africa and Latin America.

To participate, students, through their own initiative and efforts, raise approximately \$1,000. Each contribution is then sent overseas and used by a host country community, working with a Peace Corps Volunteer, to construct a one to four room self-help school. Later, through exchanges of letters and photographs, students have a rare, first-hand opportunity to learn of the interests, the problems and challenges of life in the host country.

Presently, 160 U. S. schools have sponsored a like number of projects in 26 countries. Page High School in Greensboro, for example, has sponsored two school projects in Colombia. The President recently asked the Peace Corps to expand the program to 1,000 school partnerships in the Fiscal Year 1967. Hopefully, many North Carolina Schools will give serious consideration to joining with the Peace Corps to meet this urgent need. For further information please write:

School Partnership Program

Peace Corps

Washington, D. C. 20525

Scholarships and Donors For Speech and Dramatics

Prepared by Mrs. Pat Caple,

Director of Drama

Second Ward High School

Charlotte, North Carolina

The following is a list of scholarships and the honors for speech and dramatic arts. Each scholarship offers a description and information or where to obtain more extensive information.

This information is being provided for you, in the hope that more students with potential in drama will avail themselves of the many opportunities for a career in the fascinating and exciting world of the theatre.

ABBOTT, GEORGE, EDUCATIONAL FOUNDATION, INC., 630 Fifth Ave., New York 20, N. Y. — \$1,000 scholarships intended primarily to help students attend University of Rochester, especially those with talent in dramatics and playwriting; selection by University officials.

BOY'S CLUBS OF AMERICA, 331 Fourth Ave., New York 16, N. Y. — Among other awards: (A) Steven David Epstein Memorial Foundation provides money to help Boy's Club boys with unusual talent and aptitudes develop these talents and aptitudes in the arts, dramatics, music and crafts; must be member in good standing of a member boy's club of Boys' Clubs of America and under 15 years of age at time of application; consideration given to older boys, however, in special deserving cases; (B) scholarships for Boys' Club workers or those desiring to enter field: Short orientation course for men employed in Boys' Clubs; tuition and fees for course at various colleges at graduate or undergraduate level; 1-year Professional Training Course at New York University on graduate level, for men preparing for administrative positions in Boys' Clubs; amount of scholarship depends on individual need.

BRYN MAWR COLLEGE, Bryn Mawr, Pa. — Among other awards: \$1,000 Katharine Hepburn Scholarship to student interested in study of drama and motion picture and in cultivation of English diction and literary appreciation.

CANADA FOUNDATION, 728 Ottawa Electric Bldg., 56 Sparks St., Ottawa, Can. — Scholarships for advanced training in drama, music, painting.

CARTHAGE COLLEGE, Carthage, Ill. — 20 Activity Scholarships of \$100-\$300 each year for outstanding candidates with ability in dramatics, athletics, music, etc., for male or female of any state or religion.

CLEVELAND PLAY HOUSE, 7710 Euclid Ave., Cleveland, Ohio — Cash fellowships to student enrolled in tuition-free school displaying outstanding talent in dramatics.

KYSER, KAY, FOUNDATION, Box 778, Chapel Hill, N. C. — Kay Kyser Scholarships in dramatic art and music on basis of personal achievement; free tuition, room and board.

NATIONAL BROADCASTING COMPANY, 30 Rockefeller Plaza, New York 20, N. Y. — \$4,000-\$6,000 NBC President's Award to individual (selected by NBC by competition) with outstanding talent and creativeness in field of drama, for study with great directors or producers of theatre.

RADIO CORPORATION OF AMERICA, Department of Information, RCA Rockefeller Bldg., 30 Rockefeller Plaza, New York 20, N. Y. — (A) 60 RCA Scholarships (\$800 per year, renewable for 4 years) for undergraduates (recommended by dean, usually in sophomore, sometimes freshman year) in drama. At California Institute of Technology, Cincinnati, Columbia, Florida, Franklin and Marshall, Harvard, Howard, Indiana, Iowa State, Kansas, Michigan, Minnesota, North Carolina State, Notre Dame, Oberlin, Princeton, Purdue, Rutgers, Santa Clara, Swarthmore, University of Washington, Wellesley, West Virginia, Wisconsin and Yale.

(B) RCA-NBC Scholarships, \$800 graduate scholarships for skill and promise in field of drama; apply at Drama departments of Carnegie Institute of Technology (dramatic arts),

Iowa State (TV training) and Yale (drama arts); open to RCA-NBC employees: (C) 10 Brigadier General David Sarnoff Graduate Fellowships (\$3,500 each, less \$750 to institution) in dramatic arts.

STANFORD UNIVERSITY, Stanford, Calif. —

Among other awards: (Y-1) Field-Hotaling Honors Scholarship Grants from bequest of \$30,000 with which to endow the Field-Hotaling scholarships or fellowships, to be awarded to students in Department of Speech and Drama; emphasis placed upon character, initiative, originality, instinct for service and leadership, and appreciation of the American system of government and a reverence for its institutions; apply Department of Speech and Drama; (K-2) Ram's Head Scholarship Grant—student drama society, Ram's Head, endowed a scholarship from a gift of \$16,500 in memory of D. F. Brummer, for benefit of students majoring in speech and drama preference to those interested in theatre and drama or radio and TV, who have in past taken part in theatrical productions at Stanford or elsewhere; (P-2) Richard C. Zellerbach Scholarship Grant, for benefit of deaf and hard of hearing students whose scholastic standing is satisfactory, but not necessarily superior; stipend varies with financial need of individual up to a sum sufficient to cover tuition and living expenses; awards open to entering freshmen and are renewable for 4 years.

VASSAR COLLEGE, Poughkeepsie, N. Y. —

Among other scholarships: (A) scholarships in the Arts are offered to cover all or part of the fees for courses in theory and practice of art, dramatic production and music performance; awards are made to students electing such courses for credit for the year or the semester on the basis of need and merit.

YALE UNIVERSITY, New Haven, Conn. —

Offers wide variety of scholarships and other financial aids to entering freshmen, upperclassmen and graduate students, from partial tuition to all expenses; large part of scholarship recipients receive loans also, and practically all undergraduates earn part of their expenses through Bursary employment program; approximately 280 scholarships available for each entering class, stipends ranging from \$100-\$1,900 (full tuition, board, room and fees) from University funds; about 350 students receive scholarships or loans from sources other than University; hundreds of individual University scholarships and scholarship funds, including University Regional Scholarships, Yale Prep

School, Connecticut High School City of New Haven and special awards or funds giving preference to students from particular localities; C.E.E.B. required; following are a few examples: (A) WTIC Radio Station sponsor 1-year fellowship of \$1,000 in Yale School of Drama, in playwriting or play production with emphasis in broadcasting media.

This information on drama scholarships has been prepared for you by Mrs. Pat Caple, Drama Director at Second Ward High School in Charlotte, North Carolina. We are most grateful to Mrs. Caple for this material. This information amply fulfills the many requests made by numerous fellow members of the North Carolina High School Drama Association. We will appreciate knowing of any grant, aid, et cetera received by any member of NCHSDA as a result of this knowledge.

C. C. Lipscomb
Supervisor of English
State Department of Public Instruction

Speech and Dramatic Arts

Below is a list of colleges offering graduate and undergraduate work in **speech** and **dramatic arts**.

ALABAMA

University of Alabama, University

ARIZONA

University of Arizona, Tucson

ARKANSAS

University of Arkansas, Fayetteville

CALIFORNIA

College of the Pacific, Stockton
Fresno State College, Fresno
George Pepperdine College, Los Angeles
Occidental College, Los Angeles
San Francisco State College, San Francisco
San Jose State College, San Jose
Stanford University, Stanford
University of California, Los Angeles
University of Southern California, Los Angeles

COLORADO

Colorado State College of Education, Greeley
University of Denver, Denver

CONNECTICUT

Yale University, New Haven

DISTRICT OF COLUMBIA

American University, Washington
Catholic University of America, Washington

FLORIDA

Florida State University, Tallahassee
John B. Stetson University, De Land
University of Florida, Gainesville

HAWAII

University of Hawaii, Honolulu

ILLINOIS

Bradley University, Peoria
Illinois State Normal University, Normal
Northern Illinois State Teachers College, DeKalb
Northwestern University, Evanston
School of the Art Institute of Chicago, Chicago
Southern Illinois University, Carbondale
University of Illinois, Urbana

INDIANA

Ball State Teachers College, Muncie
Indiana State Teachers College, Terre Haute
Indiana University, Bloomington
Purdue University, Lafayette
University of Notre Dame, Notre Dame

IOWA

State University of Iowa, Iowa City

KANSAS

Fort Hays Kansas States College, Hays
Kansas State Teachers College, Emporia
University of Kansas, Lawrence
University of Wichita, Wichita

LOUISIANA

Louisiana State University and Agricultural
and Mechanical College, Baton Rouge
Tulane University of Louisiana, New Orleans

MARYLAND

University of Maryland, College Park

MASSACHUSETTS

Boston University, Boston
Emerson College, Boston
Tufts University, Medford

MICHIGAN

Michigan State University of Agriculture and
Applied Science, East Lansing
University of Michigan, Ann Arbor
Wayne State University, Detroit

MINNESOTA

University of Minnesota, Minneapolis

MISSOURI

St. Louis University, St. Louis
University of Missouri, Columbia
Washington University, St. Louis

MONTANA

Montana State University, Missoula

NEBRASKA

University of Nebraska, Lincoln

NEW MEXICO

University of New Mexico, Albuquerque

NEW YORK

Brooklyn College of the City of New York,
Brooklyn

City College of the City of New York, New York
Cornell University, Ithaca
Ithaca College, Ithaca
New York University, New York
Syracuse University, Syracuse

NORTH CAROLINA

University of North Carolina, Chapel Hill

NORTH DAKOTA

North Dakota Agricultural College, Fargo

OHIO

Bowling Green State University, Bowling Green
Kent State University, Kent
Miami University, Oxford
Ohio State University, Columbus
Ohio University, Athens
Western Reserve University, Cleveland

OKLAHOMA

University of Oklahoma, Norman
University of Tulsa, Tulsa

OREGON

University of Oregon, Eugene

PENNSYLVANIA

Carnegie Institute of Technology, Pittsburgh
Pennsylvania State University, University Park
Temple University, Philadelphia
University of Pittsburgh, Pittsburgh

SOUTH DAKOTA

University of South Dakota, Vermillion

TENNESSEE

Tennessee Agricultural and Industrial State
University, Nashville
University of Tennessee, Knoxville

TEXAS

Baylor University, Waco
Midwestern University, Wichita Falls
Southern Methodist University, Dallas
Sul Ross State College, Alpine
Texas State College for Women, Denton
University of Houston, Houston
West Texas State College, Canyon

UTAH

Brigham Young University, Provo
University of Utah, Salt Lake City
Utah State Agricultural College, Logan

VIRGINIA

University of Virginia, Charlottesville

WASHINGTON

State College of Washington, Pullman
University of Washington, Seattle

WEST VIRGINIA

West Virginia University, Morgantown

WISCONSIN

Marquette University, Milwaukee
University of Wisconsin, Madison

WYOMING

University of Wyoming, Laramie

Some Sources of Scholarships, Fellowships, and Loans for Negro Students

Alpha Phi Alpha Fraternity, Inc.

Approximately seven awards were made to high school graduating seniors, both men and women, for the school year 1965-66. All other awards are limited to members of the fraternity. Non-Negro students may apply and qualify, but almost all of these awards in the past have gone to Negro students. The principal selection criteria are: financial need, promise for community service and scholastic achievement. The number and the amounts of the awards vary from year to year. Applications for the fall semester must be filed by May 1st. For further information write to Dr. Oscar W. Ritchie, Kent University, Kent, Ohio.

Catholic Scholarships for Negroes, Inc.

This program is not restricted to Catholics and non-Catholics have been given scholarships. The number of scholarships in any one year depends on the donations received in that year. Applications are received up to the end of January of the year students intend to enter college. Write to Mrs. Roger L. Putnam, President and Treasurer, 254 Union Street, Springfield, Massachusetts, 01105.

The Cooperative Program for Educational Opportunity

The Cooperative Program seeks to assist students of every race, religion and background who for various reasons have limited their own educational horizons. The major part of the program thus far has focused on Negro students. It is a referral agency, sponsored by the institutions listed below and seeks to encourage students with proven ability and motivation to submit applications to one or more of these colleges or to the College Admissions Center, Evanston, Illinois. The program offers guidance and advice from the college viewpoint in addition to that received from the high school guidance counselor. These colleges, while their admissions standards are high, are not beyond the reach of many talented and successful students who make the error of counting themselves out without giving it a try. **Financial need** should never be a barrier to application. At some of these colleges one third or more of the student body receives financial aid each year; assistance is available at all in the

form of gift scholarship, loan and job. At some colleges the policy is that every student admitted who needs financial aid receives the necessary amount. For students who prefer to seek opportunities outside the fifteen colleges, the Cooperative Program will, through its liaison with the College Admissions Center, expose academic and personal records to many more colleges in all parts of the nation. **Time is an important factor** and students can have their application on file as early as their junior year.

* This listing should be used in conjunction with "A Selected List of Major Fellowship Opportunities and Aids to Advanced Education" — also available from the Education Program of the Ford Foundation.

Application questionnaires can be obtained from:

The Cooperative Program for
Educational Opportunity
17 Hillhouse Avenue
New Haven, Connecticut 06520

Colleges Participating:

THE IVY GROUP

Brown, Providence, R. I.
Columbia, New York City
Cornell, Ithaca, N. Y.
Dartmouth, Hanover, N. H.
Harvard, Cambridge, Mass.
Princeton, N. J.
University of Pennsylvania, Philadelphia, Pa.
Yale, New Haven, Conn.

THE SEVEN COLLEGE CONFERENCE

Barnard, New York City
Bryn Mawr, Bryn, Mawr, Pa.
Mount Holyoke, South Hadley, Mass.
Radcliffe, Cambridge, Mass.
Smith, Northampton, Mass.
Vassar, Poughkeepsie, N. Y.
Wellesley, Wellesley, Mass.

The Eleanor Roosevelt Scholarship Program

This is a program of the CORE Scholarship, Education and Defense Fund, Inc. Students of all races are eligible for scholarships, but preference is given to students who have been **actively involved in the civil rights movements**. The scholarships are awarded to students who have been

admitted to an accredited college, and cover tuition and/or living expenses, depending on need. The maximum amount for one academic year is \$1,500, although in exceptional cases, a supplementary grant of up to \$500 may be made. Grants may be renewed for subsequent years upon application, but no guarantee can be made. Application forms can be obtained from CORE SEDF, 150 Nassau Street, Room 1312, New York, N. Y., 10038, and must be filed by May 1st for the fall semester and by November 1st for the spring semester.

Howard University, Washington 1, D. C.

A program for foreign service careers (See Graduate Fellowships). Funds from the Field Foundation and Carnegie Corporation will support the undergraduate phase of the program.

National Achievement Scholarship Program For Outstanding Negro Students

This new program, conducted under a \$7 million grant from the Ford Foundation seeks to identify, honor and encourage superior academic attainment. In 1964-65 the program's first year, 200 students won four-year scholarships worth \$1,000 each, which may be increased according to need to as much as \$6,000. Another 400 finalists will find their chances for college greatly enhanced by their high standing in this competition. **Apply through your High School Principal or Guidance Counselor** to the National Achievement Scholarship Program, 990 Grove Street, Evanston, Illinois, 60201.

National Scholarship Service and Fund for Negro Students

The primary purpose of the NSSFNS is to offer college advisory services to students **through their schools and their guidance counselors**. It helps academically qualified girls and boys to obtain admission and scholarship assistance at interracial institutions of their choice. NSSFNS has, however, also established a Supplementary Scholarship Fund. This Fund is designed to provide a supplementary financial assistance to Negro high school seniors who are awarded college or other scholarships, but who are unable to take advantage of these awards without additional financial assistance. Supplementary scholarships are awarded up to \$600 per student per year in accordance with need and scholastic achievement and are renewable for the sophomore and junior years. Inquiries should be addressed to the National Scholarship Service and Fund for Negro Students, 6 East 82nd Street, New York, N. Y., preferably in the spring of the junior year but no later than the early fall of the senior year in high school.

Polytechnic Institute of Brooklyn, Brooklyn, N. Y.

The Institute commenced during the current school year, 1964-65 an experimental program for Negro students who wish to graduate in electrical engineering. They are especially interested in enrolling students from southern Negro high schools and offer remedial summer courses before enrollment in the regular Institute course. Three such students have been accepted for the 1964-65 academic year and for these students all costs of tuition and maintenance are covered. The program is mostly supported by financial aid from industry and expansion of the program will depend on expansion of such financial support. Inquiries should be addressed **through your guidance counselor or school principal to the Institute.**

Rockefeller Foundation Scholarship Aid For Negro Students

A three-year trial program to increase the discovery of talented Negro and other minority group students and to improve their undergraduate education. During the period of 1964 to December 31, 1970, students under this program will enter three successive classes and be aided for four years. At Antioch College students under this program will enter three successive classes and be aided for five years and the period will run from 1964 to December 31, 1971. Further information can be obtained by writing directly to the colleges.

Antioch College, Yellow Springs, Ohio

Carleton College, Northfield, Minn.

Grinnell College, Grinnell, Iowa

Oberlin College, Oberlin, Ohio

Occidental College, Los Angeles, Cal.

Reed College, Portland, Ore.

Swarthmore College, Swarthmore, Pa.

Roosevelt University

Funds from the Edward A. Filene Good Will Fund for a number of four-year scholarships will provide \$1,500 a year for Negro and American Indian students wishing to study in the College of Business Administration. Further information from Roosevelt University, 430 South Michigan Avenue, Chicago 5, Illinois.

Texas Southern University — School of Business, Houston, Texas

Fifteen four-year scholarships will be available, through a grant from the Ford Foundation, for a five-year period to School of Business students. The criteria of selection will include scores in the examinations of the American College Testing Program and the College Entrance Board,

and a recommendation from the high school principal or guidance counselor. All applications should be made through your guidance counselor and the application deadline is March 1st of each year.

United Negro College Fund

This is a voluntary, non-profit organization of private colleges which are attended primarily by Negroes. Each of the participating colleges is fully accredited by the Southern Association of Colleges and Schools as well as by other accrediting agencies. A publication is available from the UNCF entitled "Information for Applicants to Colleges in the United Negro College Fund;" it provides basic information on the colleges and also information on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. Most of the UNCF colleges will be using the SAT scores as a basis for admissions and/or scholarships. Approximately one-half million dollars in scholarship aid is available at these colleges. Write to United Negro College Fund, 22 East 54th Street, New York 22, N. Y.

Additional Note:

Apart from the institutions already mentioned, a number of colleges have now committed themselves specifically to admission and scholarship programs for the most needy. Among these are the University of Michigan, Wayne State, Michigan State, University of California at Los Angeles, and Wisconsin University.

***UNDERGRADUATE — Regional Programs**

City College, New York Residents of New York City

City College plans to admit students from low-income families, who may not have the grades ordinarily required for admission, but who show strong "motivation, leadership, and creativity." Financial, tutorial and other assistance will be available to enable these "special matriculants" to succeed in college. Further information can be obtained from City College **through your guidance counselor or high school principal.**

Inland Steel-Ryerson Foundation, Inc. Resident of Chicago

This foundation is working in the Chicago area to interest industry in programs of Roosevelt University and the University of Chicago Graduate School of Business. Through these programs companies would award scholarships to capable Negroes and provide summer employment to acquaint students with the corporate environment. For further information write to the Inland Steel-Ryerson Foundation, 30 West Monroe Street, Chicago 3, Illinois.

Interracial Scholarships Committee of Greater Hartford Residents of Hartford

\$8,300 was available in 1964 for scholarships for local Negroes and other minority group pupils. \$7,500 was available in 1965. For further information contact the Hartford Foundation for Public Giving, 621 Farmington Avenue, Hartford 5, Connecticut.

Kansas City Special Scholarship Program Residents of Kansas City, Mo.

This program is administered by the Public School District of Kansas City, Missouri, from whom further information can be obtained. Its main concern is with high school graduates who indicate some potential for college, but who are confronted with severe economic and social obstacles. A large percentage of the students taking part in the program are Negroes.

Northeastern University Residents of the Greater Boston Area

A program supported in part by a grant from the Fund for the Advancement of Education, an affiliate of the Ford Foundation. Scholarships are available for Negroes from the Greater Boston area who can qualify to enter the University's cooperative work-study program and pilot study in the use of College of Education undergraduates as aides in high school remedial reading courses. Further information from Northeastern University, Boston, 15, Massachusetts.

Rockefeller Foundation Scholarship Aid for Disadvantaged Students Graduates of Southern High Schools

Scholarship aid for graduates of southern high schools is available at the following universities. This is not exclusively a Negro program. For further information write directly to the universities.

Duke University, Durham, N. C.
Emory University, Atlanta, Ga.
Tulane University, New Orleans, La.
Vanderbilt University, Nashville, Tenn.

* This listing of regional programs is obviously not intended to be comprehensive,* but it will suggest the type of regional program that may be operating in your city or state.

GRADUATE — National Programs

Howard University

This university has established a new program to prepare minority group college students, particularly Negroes, for **foreign service careers.** Supported by a Ford Foundation grant, it is planned to prepare 100 Foreign Affairs Scholars

over the next four years; \$4,000 fellowships will be available for a year's study at graduate schools throughout the country. For further information write to Howard University, Washington 1, D. C.

National Medical Fellowships, Inc.

Fellowships of one year are available for male Negro students who are United States citizens, for the study of medicine. Tuition is covered, plus additional assistance as needed. Selection is based on the Medical College Admissions Test and there are ten fellowships available each year. Predoctoral fellowships are also awarded in the Biological and Physical Sciences for 9-12 months (\$150-\$200 per month) to Negroes who are United States citizens. Applicants must have master's degree or equivalent. Loans and fellowships are given for advanced training of physicians. For further information write to National Medical Fellowships, Inc., 951 East 58th Street, Chicago 37, Illinois.

Law Students

Under the auspices of the Massachusetts Bar Association, loans are available for Negro law students at the following colleges.

Boston College, Chestnut Hill, Mass.
Boston University, Boston, Mass.
Harvard University, Cambridge, Mass.
Suffolk University, Boston, Mass.

Opportunity Fellowships Program

Fellowships are awarded for graduate and professional study in many fields. Awards are for a full year of serious work, in this country or abroad and range to a maximum of \$3,000, depending on the nature of the program and the financial need of the candidate. The competition is open to Negroes and other minority groups, who are United States citizens. Approximately 50 fellowships have been awarded each year. Inquiries should be addressed to Opportunity Fellowships, John Hay Whitney Foundation, 111 West 50th Street, New York, N. Y.

Southern Education Foundation

Full-year graduate fellowships are available for college teachers at George Peabody College, Nashville 5, Tennessee, and at nine southern state universities.

University of Alabama, University
University of Arkansas, Fayetteville
University of Florida, Gainesville
University of Kentucky, Lexington
University of North Carolina, Chapel Hill
University of Oklahoma, Norman
University of Tennessee, Knoxville
University of Texas, Austin
University of Virginia, Charlottesville

For further information write to the institutions listed.

The Herbert Lehman Education Fund
10 Columbus Circle, Suite 2030
New York, New York 10019
Special Director: Dr. John W. Davis
Deadline for Applications: March 31st.

Purpose: The purpose of this Fund is to aid Negroes in entering recently desegregated state colleges and universities in the south.

MINNIE STEVENS PIPER FOUNDATION

2700 Tower Life Building
San Antonio, Texas

William C. Wiederhold, Administrative Secretary
Michael J. Balint, Administrative Assistant

National Merit Scholarship Corporation
900 Grove Street
Evanston, Illinois

Gentlemen:

The Minnie Stevens Piper Foundation has established a Student Aid Library and Information Center for the use of all students, at both undergraduate and graduate levels, seeking financial aid for higher education. The library includes information on scholarships, fellowships, loans, grants and awards available to Texas students from organizations, foundations, associations, and clubs, as well as a current listing of all assistance given by colleges and universities in the State and Nation.

Current catalogues of all colleges and universities are available to students who wish to investigate the programs of the various institutions. Information on vocational and technical training opportunities is also provided.

The Career section of the Library contains up-to-date information on standard career fields and challenging new fields of interest to the student about to enter college, graduate school, or technical training school.

Students, Counselors, and all persons interested in financial aids for higher education are invited to write to, or visit the Student Aid Library maintained as a free educational service at the Foundation offices, 2700 Tower Life Building, San Antonio 5, Texas — open Monday through Friday, 8:30 until 4:30.

Yours very truly,
/s/ (Mrs.) Allene S. Miller

MINNIE STEVENS PIPER FOUNDATION
Student Aid Coordinator

A New Teacher

Cecil J. Hannan

On March 1 of this year a man in Washington, D. C. is going to press a button on a computer. This will mark the beginning of a new era in professional placement, because for the first time a computer will function as the heart of a national clearing-house of teacher vacancies. On March 1, 1967 ACCESS — A Central Computerized Education Staffing Service, sponsored by the National Education Association — will become operational.

The benefits for teachers are obvious. Instead of writing 27 letters of application to 27 different school districts, teachers may now file a single, relatively simple biographical form and thus declare their availability, their qualifications, and their preferences, including minimum acceptable salary.

Equally obvious are the advantages for superintendents. Instead of writing to a host of educational placement offices or mimeographing their vacancy notices, they can now file a simple form with ACCESS, thus requesting a systematic search of available candidates and getting a fast report on who is available and on what terms. The search report may please him — names of good candidates eager to move to his part of the country at a price his salary schedule permits; or it may displease him — nobody available, at least not with the experience or some other factor stipulated by the potential employer.

To get teachers and superintendents together according to their own preferences is significant not just to them; it also is of national significance because the NEA's new ACCESS

will mean more effective utilization of our professional human resources. In a period of serious teacher shortages, there is an obvious loss if a housewife qualified to teach withdraws from the labor market because she cannot locate a suitable job or if a superintendent cannot fill a vacancy because he has no effective recruiting network. The loss of such manpower is diffused but great; ACCESS now will provide a systematic, inexpensive way for the two parties to find each other.

There is a strong chance that NEA will have the first computerized locator system that works economically and efficiently. This rather realistic hope is based on a new study* made by George E. Arnstein for the Association for Higher Education (a department of the NEA).

As an outcome of that report, the NEA Board of Directors last June authorized a feasibility study of the National Teacher Register which became, by authority of the NEA Executive Committee, a plan for action and is now known as ACCESS.

In proposing this new program to the NEA governing bodies, we drew on something Dr. Arnstein told me recently: "To launch ACCESS we need the NEA or something like it; if it did not exist we would have to invent it." The NEA meets certain criteria which must be met if the system is to be successful.

1. The system must be nationwide, flexible, comprehensive, and adequately financed. If at all possible, it should include overseas vacancies, not only because many Americans would like to work abroad for a year or more, but also because

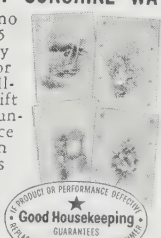
it is in the national interest to place U. S. personnel in schools abroad. NEA fully meets this criterion.

2. The system must have the confidence of the candidates who register with it. Candidates must pay a fee; therefore, they must reasonably expect that they will get a fair deal for their registration and that they are not dealing with a fly-by-night operation. NEA, with more than 100 years of service and growth behind it has 986,000 members, plus more than 100,000 student members. It truly can command the confidence of teachers interested in finding new jobs in an ethical and professional manner. In addition, there is support for ACCESS from the Department of Classroom Teachers.



CLASSES, CLUBS, ORGANIZATIONS RAISE UP TO \$1000 OR MORE THE EASY SUNSHINE WAY

Look into this successful "no risk" plan. For more than 35 years it's been the quick, easy way to raise up to \$1,000 or more. Just show Sunshine All-Occasion Cards, stationery, gift wrappings and novelties. Sunshine's tasteful designs, choice quality, attractive prices mean sure sales. Make as much as \$1.00 on each box sold. No experience! No investment! No risk! Full credit on all unsold, returned merchandise.



YOURS FREE!

when you write for details

FANTASY NOTES

24 perfect Personals. Also ideal for Thank You's, Party Favors.

\$1.25 Retail Value



Sunshine Art Studios, Inc.
Dept. SE-2, Springfield, Mass. 01101

(West of Rockies, send to El Monte, Calif.
In Canada: 304 Fairall St., Ajax, Ontario.)

Please send Free box of Fantasy Notes, Free Catalog, complete money-making details and All-Occasion sample boxes on approval.

Name
Organization
Address
City State Zip

☐ Check for Personal Plan

3. The system must also have the confidence of employers. NEA, working in cooperation with the American Association of School Administrators, has arranged for superintendents to learn of ACCESS and the new services they may expect from it in return for a search fee. AASA's 18,000 members will not only get a sample vacancy listing form through the mail; they also will learn of ACCESS at their annual convention in Atlantic City where a special session will be devoted to ACCESS.

* Design for an Academic Matching Service, Washington, D. C.: AHE, 1967. \$2.

As for financial support, the NEA is funding ACCESS and also is providing supporting services. This means that the NEA Division of Accounts will process the fees to be paid by teachers and by employers. The Division of Press, Radio, and Television Relations will provide the essential information program to bring ACCESS to the attention of its users. And obviously the *NEA Journal*, the *NEA Reporter*, the mailing lists, the research data, and the many other services would have to be created if they did not exist for communicating to our great profession. A lawyer is even on tap to keep the new enterprise legal, and tax-exempt.

This combination of services, sponsorship, and planning has brought into being a system which should be successful if it does, indeed, meet the needs of its users. A lot of ingenuity has gone into ACCESS which has its focus on people — on the single, complex task of matching teachers and their preferences with vacancies which call for special skills.

It is precisely because teachers are human beings that the

matching process is more than a matter of putting round pegs in round holes. The strength of ACCESS lies in the combination of the computer's electronic objectivity and the flexibility which has been built into its program.

As you might expect, ACCESS records obvious factual information: name, social security number, age, sex, and the candidate's major, minor, and degrees; even his telephone number so that a potential employer can find him quickly and efficiently.

What may be unexpected is the scope for individual choices and preferences. ACCESS records the candidate's choice of location, which may be for some foreign area, a large region of the U. S., a state, or a specific metropolitan area. Each candidate can record three choices in order of preference.

Similarly, there is provision for other choices: Urban, suburban, or rural setting? Ungraded classes? Or one of the new curricula? There is even space for the new National Teacher Corps in the event it becomes as large and important as planned.

Teachers have financial needs, so there is an item dealing with the minimum salary acceptable to the candidate. Equally important, there are items dealing with choice of grade or subject the candidate wishes to teach, or even if he has a preference between guidance counseling or college admissions advice.

A large contingent of clerks could conceivably file all of these answers, but it is doubtful that they could exhaustively and unfailingly come up with the right combinations which will refer the most suitable candidates to the most suitable

openings. The clerical operations, without the computer, would be incredibly expensive, and it could not include another innovation of the custom-made ACCESS computer program. This is a matter of *Weighting*. The concept is simple, and for the computer the execution is equally simple. Each candidate not only has an opportunity to express his choices and preferences, but he can note just how strongly he feels about each item, by noting the "Weight" of his choice.

A weight of 3 means that it is essential. In effect, the candidate says that he wants to teach in Latin America but nowhere else. (This probably means that he has signed up with ACCESS and paid his \$8 fee for that single purpose and no other).

A weight of 2 provides more flexibility. Here the candidate indicates that he has a "strong preference" but that he does not insist on this item. Still, this is stronger than the smallest weight, 1, which indicates "mild preference". For example, an entry which says "Ungraded - 1" means that the candidate would like to teach in an ungraded school but that he may attach greater importance to other things — geography or minimum salary.

ACCESS goes a long way to provide this kind of individual choice and preference. It does this by having the computer compile a kind of cumulative score, and it offers the same feature to the employer.

Superintendents and other hiring officers also can indicate their preferences. They will list their vacancies and request a search of the files. They will describe the factual data about the job — location, subjects to be taught, and whether the school is urban, suburban, or rural.

Then they can add their preferences, underlined with the same 3-point system of weights: How much education do they want the teacher to have and how strongly they feel about this requirement. Similarly, they can specify experience and, where applicable, sex and age. Further, there is the annual salary to be paid for the normal school year of about 180 teaching days if the candidate meets the stipulated education and experience requirements.

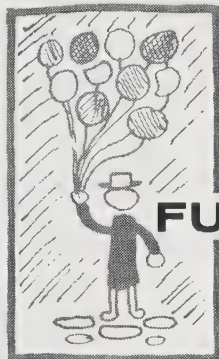
ACCESS is a system carefully balanced to meet the needs of candidates and employers. As Arnstein explains it, it *must* be balanced, for otherwise it won't be fair to both parties. If it isn't fair, it will soon lose the confidence of its clientele, and if it does that, it will go downhill. The system design, according to Arnstein, seeks balance with appropriate provision for adjustment.

To get off to a strong start, the system offers a bonus for teachers who sign up quickly; the ones who don't wait for the demonstrated success of the system will reap for themselves the maximum benefits of early registration while also contributing to the success of ACCESS. For these "early birds" the registration fee has been cut from \$8 to \$4 if their registration form is postmarked before March 1, 1967.

This special offer is part of the plan to get ACCESS off to a strong start. ACCESS must have an adequate list of registrants by March 1, for otherwise, superintendents will be reluctant to pay a minimum search fee of \$15. Thus there is a deliberate gap in the public announcement of ACCESS in late January, and the first full run of the computer on March 1. During the interval there is time for job-seeking teachers to register and provide the needed balance to the system.

CONTRIBUTE TO THE "MILLION DOLLAR FUND FOR TEACHER RIGHTS"

SUGGESTIONS
we hope prove helpful



FUN with TISSUE DESIGNS

Ideas for elementary classroom teacher,
that have been tried and success-proven in
the Riverside California City Schools and which
your youngsters are sure to enjoy too.

Tissue paper is crisp, colorful, and transparent. Combine it with construction paper, starch or use alone for folded paper projects, collages, mobiles.

TRY COLLAGES for murals, mobiles, greeting cards, "stained glass."

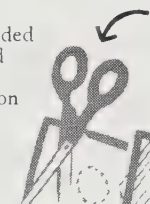


A—For flower collage, paint stems and leaves; for clown, draw all but ruff and top pompon.



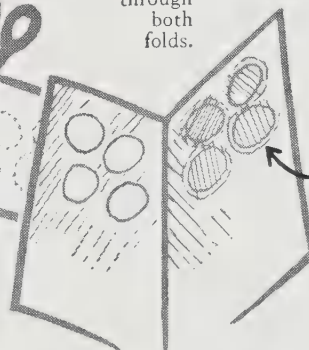
1—Use folded or doubled colored construction paper.

TRY CUT-OUTS. Using colored construction paper folded or doubled, cut shapes of various kinds—perhaps butterflies, fish, abstracts, free-form or geometric shapes.



3—Cut design through both folds.

2—Pencil design on front.



B—As you arrange each form, daub the tissue paper with paste, using a large brush. Use only the amount you need to make tissue adhere to the paper. It sticks as it dries.

4—Paste colored tissues over openings on right side of inner fold.

5—Along inner edges, paste fold together.

biggest little treat in all the land



The bit of sweet in the lively, marvelous-tasting flavor of Wrigley's Spearmint Gum satisfies yet is never rich or filling. Gives you a nice little lift, too—after a busy day.

ACCESS also provides another sort of balance in that it does not evaluate candidates or vacancies. ACCESS brings together employer and selected names of teachers. After that, the two parties are on their own, relying on the customary intermediaries, placement officers, references, and former professors. This is another reason why candidates should have an up-to-date set of con-

fidential papers in the files of a reputable educational placement office, whether this is on the campus of the candidate's college or in the offices of the state education association.

ACCESS is a locator service, a kind of superfile which provides enlarged access to a great variety of jobs. For employers, it offers new access to candidates who are in tune with mo-

dern technology and want to be a part of a nationwide service that has the potential of servicing English-language classes in the far corners of the world.

ACCESS is now ready for teachers and for employers. Under the auspices of the NEA it has every expectation of providing a new and valuable Central Computerized Education Staffing Service.

Ethics – Opinions

ETHICS OPINION NO. 51 EXCHANGING CONFIDENTIAL INFORMATION

This is another in the series of opinions concerned with fundamental issues of widespread interest to the teaching profession, prepared by the NEA Committee on Professional Ethics (C. Hummel, chairman; H. M. Hawkes, R. W. MacLoughlin, D. H. Morrow, L. R. Paine; D. L. Conrad, staff contact). The opinions are illustrative of the type-fact situations based on actual or hypothetical cases and are not directed toward any person or system. The publication, **Opinions of the Committee on Professional Ethics, 1966**, which contains previous opinions, may be obtained for \$1 from Publications-Sales at the NEA Center. (Stock No. 201-06052)

A principal wanted to be sure that all teachers in the school were aware of health defects and health conditions that existed in the pupil population. He was particularly concerned about those conditions that might have a bearing on the teaching-learning situation as well as the safety and general welfare of the students. He asked a team of student aides to go to work on the project — medical records were studied, and lists were prepared (from anemias to vaginitis, from vertigo to boils, and a fair scattering of epilepsy, diabetes, hernia, neurosis, pregnancy, and rheumatic fever). Other aides worked on the typing, duplication, and distribution of information to teachers in the school. The students had been carefully selected and carried out the task with a high degree of maturity and discretion. However, there were some slips followed inevitably by gossip, hurt feelings, and distrust. A teacher wrote to the Committee and asked for guidelines relating to the disclosure of confidential information.

Principle III, Section 8, of the Code of Ethics of the Education Profession states: "Keep the trust under which confidential information is exchanged."

It is the view of the Committee on Professional Ethics that the described fact-situation represents a flagrant disregard of our ethical obligations.

It is widely accepted today that it is in the student's interest and frequently in the larger public interest that certain kinds of confidential health information about a student be divulged. Disclosures should be for a specific purpose, however, aimed at an audience directly concerned, and procedural safeguards should be carefully designed. Educators are cautioned to apply due care to the preservation and eventual disposition of confidential records.

Two overlapping ethical principles are involved in interpreting this section of the Code. One Principle deals with the matter of a confidential communication between teacher and student (Principle 1, Section 3) and the other with permissible disclosure of confidential information. The professional educator is obligated to safeguard information about a student, obtained in the course of his work. The learning environment requires a special kind of rapport between teacher and student.

A growing trust tends to enrich this relationship and a lessening of trust and confidence does damage to the relationship.

With reference to Section 8, the Committee asserts that information is not communicated to others unless the following important conditions are met:

1. if disclosure should serve professional purposes and is restricted to persons clearly concerned (as in consultation with another teacher who has a duty to the pupil).
2. if disclosure could be considered to raise a clear and imminent danger to the individual or to the public (in a fit of depression, the student reveals a pre-occupation with suicide).
3. if communication is required by law (the student has a serious communicable disease).
4. generally, if the disclosure serves the student's interests better than non-disclosure.
5. if, where possible, the student should be notified of the decision to make a permissible disclosure.

7/5/1966

ETHICS OPINION NO. 52 REASONS FOR DISMISSAL

This is another in the series of opinions concerned with fundamental issues of widespread interest to the teaching profession, prepared by the NEA Committee on Professional Ethics (C. Hummel, chairman; H. M. Hawkes, R. W. MacLoughlin, D. H. Morrow, L. R. Paine; D. L. Conrad, staff contact). The opinions are illustrative of the type-fact situations based on actual or hypothetical cases and are not directed toward any person or system. The publication, **Opinions of the Committee on Professional Ethics, 1966**, which contains previous opinions, may be obtained for \$1 from Publications-Sales, NEA Center. (Stock No. 201-06052)

A teacher submitted the following information and questions to the NEA Committee on Professional Ethics:

I am a nontenure teacher. After the spring school board meeting I received a notice from the superintendent that the board had voted not to renew my contract for the coming year. I have written to the superintendent to ask why I am not being reemployed, but the superintendent has contended that he is not legally required to give me a reason. Don't I have a right to know why I am being fired?

Briefly, in answer to the teacher's question, the Committee would state that in the event of contract termination or nonrenewal, an educator does have a professional right to insist that this action be based on just cause and that specific reasons be given on request to the individual concerned. The Code of Ethics of the Education Profession, under Principle III, Section 6, states:

Provide, upon request, a statement of specific reason for administrative recommendations that

lead to the denial of increments, significant changes in employment, or termination of employment.

The Ethics Committee points out, however, that although the Code is applicable to all members of the profession, it does not apply to laymen such as the members of the board of education. While the Code of Ethics for School Board Members of the National School Boards Association might apply, the Ethics Committee of the profession is not in a position to implement the school board code. The NSBA code asks board members:

To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered but that the administration of the educational program and the conduct of school business shall be left to the employed superintendent of schools and his professional and non-professional staff.

Regrettably, state statute in many areas does not require that reasons be given for contract renewal or dismissal.

The school superintendent is a professional educator, bound by the Code of the profession (and if he is a member of the American Association of School Administrators (AASA) he is also guided by its Code).

If the superintendent makes recommendations to the board designed to influence the board's decision, he is obligated by Principle III, Section 6 of the NEA Code to "provide, upon request, a statement of specific reason for administrative recommendations that lead to... termination of employment." And, under the AASA Code, he "exhibits ethical behavior by explaining and giving reasons to individuals affected by demotions or termination of employment."

If the board acted independently without the superintendent's recommendation, the Code of Ethics of the profession cannot compel the board to provide a statement of reasons. However, an appropriate section of the AASA code states, "If a situation develops whereby an administrator feels that to retain his position would necessitate that he violate what he and other members of the profession consider to be ethical conduct he should inform the board of the untenable position... if the situation is not resolved to his professional satisfaction he should report to the public."

If evidence clearly suggests that a school board has made a discriminatory or arbitrary decision in a contract dispute, legal relief may be sought or a professional sanction may be applied.

July 1966

THE NCTA CREDIT UNION

of Raleigh, N. C., as of December 31st, 1966

5th Annual Statement of Condition

(Copy of Sworn Statement Submitted to the State Administrator
of Credit Unions as Required by Law)

Assets		
Required Deposit — M & F Bank, Raleigh	\$ 2,155.02	\$ 4,293.08
Cash (Checking Account, Available For Loans)	2,303.71	1,557.80
Loans Outstanding	35,788.11	55,494.67
Investments		
(a) Mutual Savings & Loan Assn.		3,133.41
(b) League Central		1,042.50
Office Equipment		200.00
Prepaid Bond 2 Years		155.00
Total Assets	\$40,246.84	\$65,876.46
Liabilities		
Shares (Including 5% Dividends For 3rd Consecutive Year)	\$32,536.00	\$49,974.72
Notes Payable (Money borrowed for use in making loans to members)	6,000.00	12,500.00
Reserve Fund (This reserve increases the safety and strength of the credit union)	1,477.65	2,556.62
Undivided Earnings	233.13	845.12
Total Liabilities	\$40,246.84	\$65,876.46

State of North Carolina, Wake County

F. D. McNeill, treasurer of the above named credit union personally appeared before me this day and being duly sworn, says that the foregoing statement is true to the best of his knowledge and belief.

Sworn to and subscribed before me, this 5th day of January 1967.

THELMA M. KECK, Notary Public
Commission Expires 11-13-68

F. D. MCNEILL, Treasurer

THE PROGRESS OF THE NCTA CREDIT UNION Since September 30, 1961 (63 Months)

Year	Members	Number of Loans	Amount of Loans	Total Assets
12-31-61	25	0	0	1,279.25
12-31-62	127	5	1,000.00	3,472.05
12-31-63	233	24	5,986.50	7,095.36
12-31-64	339	80	21,888.36	17,591.40
12-31-65	450	155	60,442.13	41,201.82
12-31-66	547	244	95,650.35	65,881.71

STATISTICAL INFORMATION

Total Loaned Since Organization	\$185,176.56
Range of Loans Granted	\$50.00 to 3,000.00
Loans Charged Off To Reserve Fund	
Since Organization	5.90
Range of Shares Per Member	\$ 5 00 to 3,255.00
No. of Members Shares \$99.00 or Less	427

PERMA-GLAZER PLAQUES

Shares \$2,000.00 or more "Les Elites"	3
Shares \$1,000.00 to \$1,999.00 "The President's Group"	10

CERTIFICATES AWARDED TO

Shares \$500.00 to \$999.00 "The Notables"	9
Shares \$100.00 to \$499.00 "The Century Group"	98

What You Should Know About The NCTA Credit Union

The North Carolina Teachers Association's Credit Union serves members of the Association whose dues are paid by December 1 of each year. **\$5.25** is required to join the credit union preferably by money order or cashier's check. Shares are \$5.00 each thereafter.

Shares and loans are **life-insured** up to \$2,000.00 at **no extra cost**. This includes a 6 months loan disability feature up to age 60. A double indemnity clause covers accidental death and **loss of any extremities**. There are **no medical exclusions**.

The Credit Union is a non-profit corporation whose primary purpose is to provide service to the membership. **Three consecutive years of 5% dividends** out of a 6% loan rate is indicative of our philosophy.

The **good character** of the borrower and/or co-signer is **primary**. If unknown, a favorable report of credit references is **required** which usually takes about seven days.

5th Annual Meeting, January 21, 1967, Downtowner Motor Inn, Raleigh

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Three Consecutive Years

How Much Have You Saved With Us To Help
Make You Or Your Fellow Teacher A Loan?

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee **must be** via certified, cashier's check or money order.

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1966, approximately 90% of all loan applications were approved. **No member will be permitted to abuse the loan repayment schedule.** All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

Guidance counselor with stripes on his sleeve.



That's a good description of your Army Recruiting Sergeant.

Expertly trained in aptitude testing and career counseling, he works hard and long at one job—matching the right man with the right opportunity.

And he has a lot of opportunities to offer. The Army Graduate Specialist Program offers men training in over 300 technical skills. In electronics, computer programming, photography, printing, graphic arts, aviation, foreign

languages and mechanics, just to name a few. As you know, these are skills a young man can build a career on. Not only in the Army, but also later in civilian life.

Best of all, qualified young men are guaranteed in writing the job training they select *before* they enlist. And they're under no obligation *until* they enlist.

But to qualify, a young man has to be good.

He must have an aptitude for the

job. He must work hard. He must be anxious to learn.

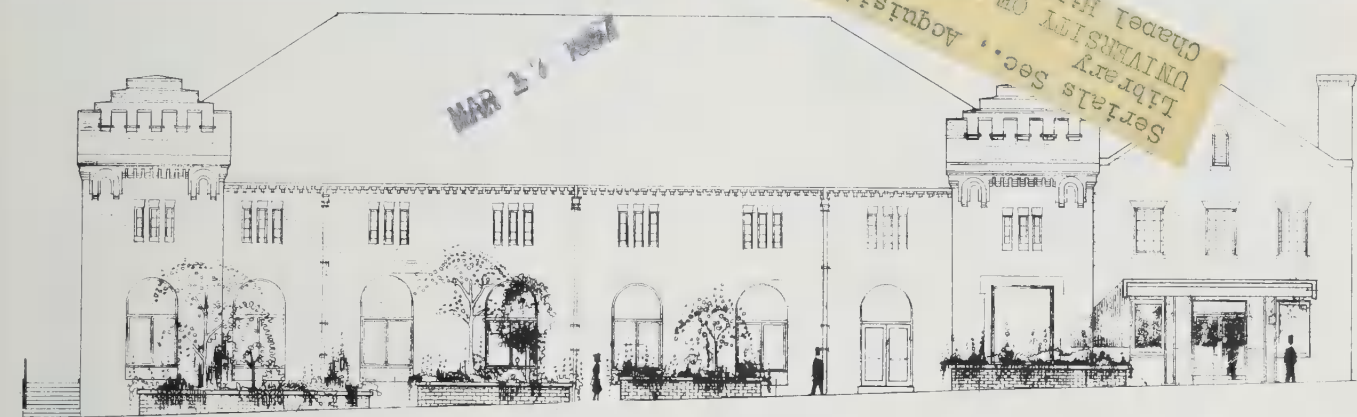
It's the Recruiting Sergeant's job to find this kind of young man and let him know about the opportunities waiting for him.

Shouldn't the young men in your school learn if they qualify? It's the best way we know to fulfill a military obligation.

Call the Army Recruiting Sergeant in your area. He'll be glad to give you all the details. **Army**

Teachers Record

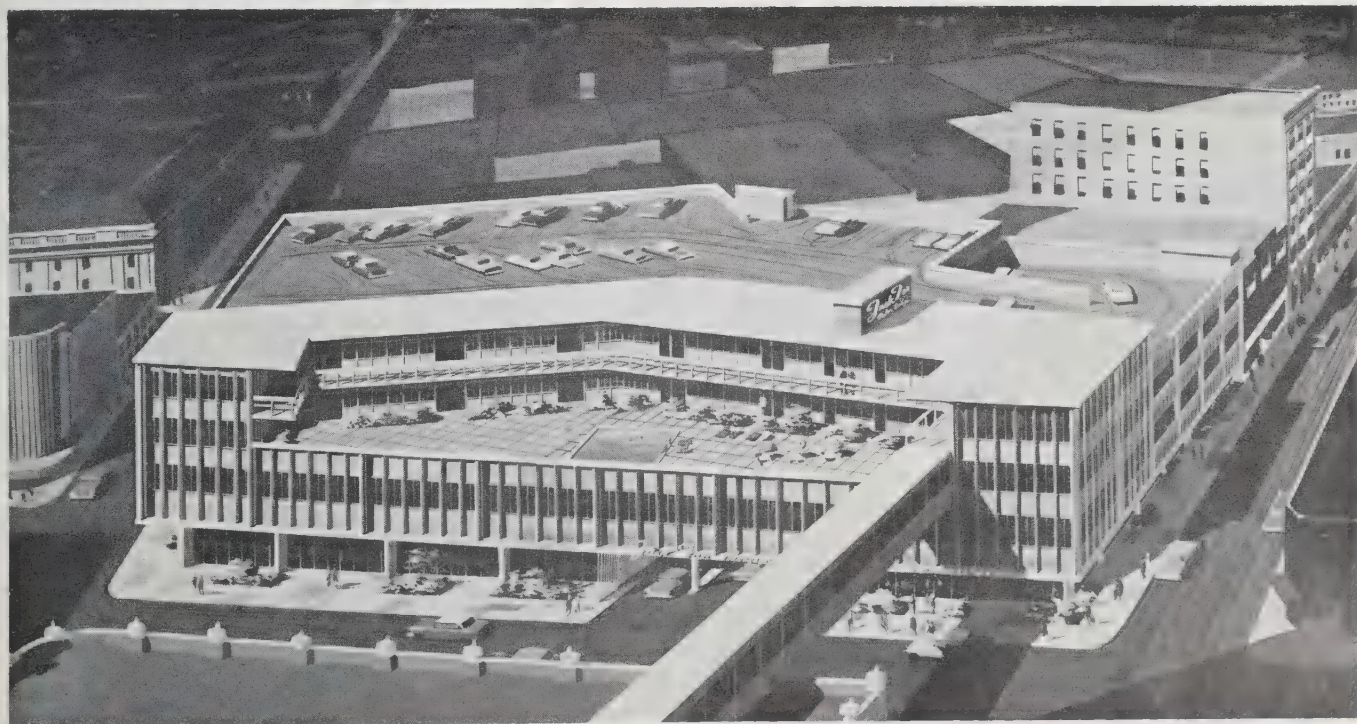
OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION



CENTRAL CIVIC CENTER

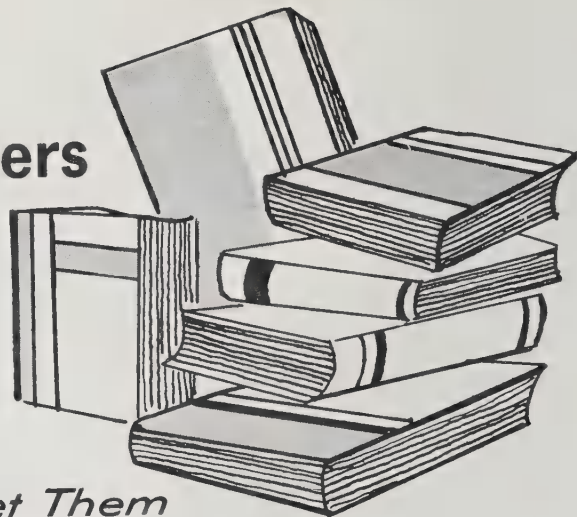
CONVENTION ISSUE

JACK TAR DURHAM HOTEL





Teachers and Texts



*We Get Them
Together Fast!*

We Work Fast at N.C.S.B.D

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

ESEA and NDEA orders for books of the publishers listed below may be sent to us to save **TIME, OFFICE WORK** and **MONEY**. We make very prompt shipments.

Addison-Wesley Publishing Co.
Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett, Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Garrard Publishing Co.

Ginn and Co.
Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
G & C Merriam Publishing Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Spencer International Press
Summey-Birchard Co.
Steck-Vaughan Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-SIX YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to the school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1967

North Carolina

SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street

Telephone 832-3321

Raleigh, N.C.



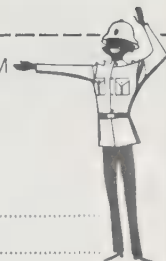
Stamp out boredom. Come to the beautiful BAHAMAS.

What a wonderful variety of pleasures awaits you in the Bahama Islands! Golden sun. Azure skies. Turquoise waters. Pink powder beaches. Golf and tennis to play. Fringe-topped surreys to go sightseeing in. Picture-book tropic islands to explore. Bargain shopping for fine European merchandise. Soft calypso music and exciting night life. Come to the enchanted islands and put fun back in your life. See any travel agent now.

Just minutes east of Florida by air, overnight by ship. No passports required of U.S. citizens, but proof of citizenship recommended.

BAHAMAS MINISTRY OF TOURISM
Dept. CF, P.O. Box 598
Biscayne Annex, Miami, Fla. 33152
Please send FREE folder on
Bahamas vacations.

Name
Address
City State.....
YOUR ZIP CODE, PLEASE



4%

DAILY INTEREST
ON SAVINGS

Compounded
4 Times A Year

OFFICERS

CLYDE DONNELL, M. D.,
Chairman of the Board of Directors

J. H. WHEELER,
President

E. R. MERRICK,
Vice-President

J. E. STRICKLAND,
Senior Vice-President, Raleigh Branch

C. A. HAYWOOD,
Vice-President, Raleigh Branch

J. J. SANSOM, JR.,
Vice-President-Manager, Raleigh Branch

A. E. SPEARS,
Vice-President, Charlotte Branch

I. O. FUNDERBURG,
Cashier

VIVIAN R. PATTERSON,
Assistant Vice-President

DAVID L. HARRISON,
Cashier

WALTER TUCKER,
Vice-President Manager,
Charlotte Branch

JESSE B. ANGLIN, JR.,
Comptroller

WALTER E. RICKS,
Trust Officer

J. C. SCARBOROUGH, JR.,
Assistant Trust Officer

JULIA W. TAYLOR,
Assistant Cashier

DIRECTORS

CLYDE DONNELL
I. O. FUNDERBURG
N. T. GARRETT
J. W. GOODLOE
C. A. HAYWOOD
W. J. KENNEDY, JR.
E. R. MERRICK
J. J. SANSOM, JR.
J. C. SCARBOROUGH, SR.
A. T. SPAULDING
C. C. SPAULDING, JR.
A. E. SPEARS
J. S. STEWART
J. E. STRICKLAND
MRS. V. G. TURNER
W. J. WALKER, JR.
J. H. WHEELER

REPORT OF CONDITION OF

Mechanics & Farmers Bank

December 31, 1966

RESOURCES:

Cash in vault and due from banks ..	\$2,601,326.80	
U. S. Government Bonds	3,731,631.12	
N. C. State and Municipal Bonds	<u>600,344.14</u>	\$ 6,933,302.06
Other Securities		2,678,590.49
Loans and Discounts		6,725,692.17
Banking Houses		232,072.79
Furniture and Fixtures		128,366.38
Other Assets		<u>132,723.42</u>
TOTAL RESOURCES		<u>\$16,830,747.31</u>

LIABILITIES:

Deposits		\$15,352,683.38
Reserve for Losses		31,500.00
Reserve for Bad Debts		111,402.58
Other Liabilities		147,204.62
Common Stock	502,570.00	
Surplus	450,000.00	
Undivided Profits	35,386.73	
Capital Notes	<u>200,000.00</u>	\$ 1,187,956.73
TOTAL CAPITAL AND LIABILITIES		<u>\$16,830,747.31</u>

"LARGE ENOUGH TO SERVE YOU — SMALL
ENOUGH TO KNOW YOU"

RALEIGH - DURHAM - CHARLOTTE

Member Federal Deposit Insurance Corporation

ELLIOTT B. PALMER
Executive Secretary, and Editor

THELMA M. KECK
Managing Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

THIS MONTH'S COVER

The Central Civic Center of Durham, North Carolina and the Jack Tar Durham Hotel Motor Lodge, sites of the 86th Annual Convention of the North Carolina Teachers Association, scheduled for March 16, 17, 1967. Jack Tar is located immediately adjacent to Durham's Civic Center on Foster Street.

Photos Courtesy of the
Hotel, and Center Directors

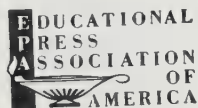
* * *

Subscription price \$1.50 a year

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 East Hargett Street, Raleigh, North Carolina.



Entered as second class matter January 15, 1930, at the post office, Raleigh, N. C. under the Act of March 3, 1879.

Thirteen Thousand Copies

North Carolina

Teachers Record

Official Publication of the North Carolina

Teachers Association

VOLUME XXXVII

MARCH, 1967

NUMBER 2

CONTENTS

Page

SPECIAL FEATURES

Convention Program	5-9
Candidates for NCACT Offices	10
Constitution	13
Annual NEA Convention Tour	18
Educational Tour	55
Hammocks Pilgrimage	19
Palmer Chairs NCOSTA	20
Virginia Teachers Association's Assets to VEA	28
NEA Executive Committee	29
Legal Defense Fund Projection	30
NCTA and NEA Aid Teachers	34
National Teachers Examination Information	43
AASA News	48-51

ARTICLES

The Curriculum Laboratory	21
Design for Facing the Front	23
Thoughts on Merging Education Associations	26

GENERAL

Root-Tilden and John Ben Snow Scholarship	35
Estimated State Grants Under Elementary and Secondary Act	36
Salary Information	37-39-42
Letters to the Editor	44
Directory of Unit Presidents	45
Financial Statement NCTA Credit Union	52

ADVERTISERS

N. C. School Book Depository	Inside Front
Bahamas Ministry of Tourism	1
Mechanics and Farmers Bank	2
Fayetteville State College	17
North Carolina College at Durham	19
Experiential Development Program	22
Wrigleys	25
A Career as a Chicago Teacher	25
Wachovia Bank & Trust Company	29
Choose Tests Wisely	31
The Reading Breakthrough Continues	32
D. C. Heath	33
Experienced Teachers	44
NCTA Credit Union	53
Teachers Jobs in the Southeast	54
Carolina Coach Company	55
The Negro Heritage Library	56
The Negro-American Citizen	Inside Back
Humble Oil and Refining Company	Outside Back

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. Rudolph Jones, President	Fayetteville
Mrs. Ruth B. Jones, Vice President	Rocky Mount
Dr. Nelson H. Harris, Treasurer	Raleigh
Mrs. Edythe R. Tweedy, Recording Secretary	Rocky Mount

SPECIAL OFFICERS

Immediate Past President	Salisbury
Mrs. Dorothy Jackson	
President, Association of Classroom Teachers	Wilmington
John H. Lucas	
State NEA Director	Durham
Mrs. Elizabeth D. Koontz	
Immediate Past President	
NEA Department of Classroom Teachers	Salisbury

ELECTED MEMBERS

G. A. Page, Raeford
D. F. Walker, Edenton
S. O. Jones, Greensboro
Mrs. L. P. Burton, Asheville
Mrs. L. B. Daniel, Raleigh
T V. Foster, Jr., Rocky Mount
W. O. T. Fleming, Salisbury
J. H. Wooten, Goldsboro

DISTRICT PRESIDENTS

Coastal Plain	A. C. Crowder, Goldsboro
East Piedmont	Mrs. Eva M. Pratt, Durham
North Central	T. M. Ringer, Nashville
Northeastern	Mrs. Elizabeth Byrd, Edenton
Piedmont	Vance Chavis, Greensboro
Southeastern	L. G. Muldrow, Reiglewood
Southwestern	Mrs. Beth Wallace, Charlotte
Western	B. N. Cook, Winston-Salem

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Dorothy Jackson, Wilmington
A. Department of Elementary Teachers—Mrs. Ruby Manley, Ahoskie
1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
2. Section of Grammar Grade Teachers—Mrs. Susie Hilliard, Winston-Salem
B. Department of Secondary Teachers—Robert W. Boley, New Bern
1. Section of English Teachers—C. C. Lipsecomb, Raleigh
2. Section of Foreign Language Teachers—Mrs. Cynthia Smith, Durham
3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
4. Section of Mathematics Teachers—Mrs. Josie M. Thompson, Rocky Mount
5. Section of Science Teachers—Delmou R. Ingram, Raleigh
C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
D. Department of Retired Teachers—(Unreported)
A. Department of Home Economics Teachers—Mrs. Bernice T. Graham, Badin
B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
C. Department of Industrial Education Teachers—R. D. Smith, Chapel Hill
1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
E. Department of Health and Physical Education Teachers—Henry Eilly, Roxboro
1. Section of Driver Education—Isaac Barnett, Greensboro
F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
1. Section of Educational Secretaries—Mrs. Millie Veasey, Raleigh
G. Department of Extension Education (with Vocational Agriculture)
H. Department of Librarians—Norma M. Royal, Durham
I. Department of Guidance—Mrs. Alice Solomon, Raleigh

J. Department of Bible Teachers—Mrs. Eva Merritt Pratt, Durham
K. Department of Art Teachers—Mrs. Helen Daniel, Durham
L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville
Division of School Administrators and Supervisors—A. C. Crowder, Goldsboro
A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
B. Department of Principals—J. H. Twitty, Saint Pauls
1. Section of Elementary Principals—J. D. McAllister, Raeford
2. Section of High School Principals—R. S. Cooper, Pantego
3. Section of Junior High School Principals—S. J. Howie, Wilmington
4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
Division of Higher Education—L. H. Robinson, Greensboro
A. Department of Administration—(Unreported)
B. Department of Instruction—Charles A. Ray, Durham
C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

HEADQUARTERS STAFF

Elliott B. Palmer, Executive Secretary
Fred D. McNeill, Jr., Field Representative and Treasurer-Manager, NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
W. R. Collins, Expansion Director, Hammocks Corporation
Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations and Research
Mrs. Della P. Perry, Bookkeeper
Miss Elaine Jeffreys, Assistant Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Mrs. Clementine Parker, Secretary to Executive Secretary—NCTA
Miss Tabitha Pettiford, Secretary-Stenographer
Mrs. Ludie Singletary, Secretary to the Field Representative
James Jones, Building Custodian

General Convention Calendar

THURSDAY, MARCH 16, 1967

9:45 A.M.—Exhibits Open, Washington Duke Ball Room, Jack Tar Hotel, Durham
10:00 A.M.—Registration, Washington Duke Ball Room (second floor)
12:00 Noon 1:30 P.M.—Open Hearing, Central Civic Center, Durham
Lunch
1:30- 3:30 P.M.—Department of Supervisors Meeting, Jack Tar Hotel, University Room.
4:00- 6:00 P.M.—Business Session, Central Civic Center
6:00- 7:15 P.M.—Dinner Hour
7:15- 8:00 P.M.—Concert
8:15 P.M.—First General Assembly, Central Civic Center, Durham
Speaker: Dr. Harry E. Groves, president, Central State University, Wilberforce, Ohio

FRIDAY, MARCH 17, 1967

7:30 A.M.—Registration
7:45- 8:45 A.M.—Business Session, Central Civic Center
9:00 A.M.- 6:00 P.M.—Sections, Departments and Divisions Meetings
6:00- 7:30 P.M.—Classroom Teachers Banquet, University Ball Room, Jack Tar Hotel, Durham
Speaker: Mrs. Elizabeth D. Koontz, immediate past president NEA Department of Classroom Teachers
7:30- 8:00 P.M.—Concert, Central Civic Center
8:15 P.M.—Second General Assembly
Speaker: Dr. Pauli Murray, consultant, Equal Employment Opportunity Commission, Washington, D. C.

President's Reception following General Session Friday Night

10:30 P.M.—Social — Central Civic Center

Convention Program

Theme: Individual Commitment to Professional Excellence 86th Annual Convention of the North Carolina Teachers Association

CENTRAL CIVIC CENTER, DURHAM, NORTH CAROLINA

JACK TAR DURHAM HOTEL MOTOR LODGE

HILLSIDE HIGH SCHOOL

ROOM ASSIGNMENT SCHEDULE

THURSDAY, MARCH 16, 1967

1:30 - 3:30 P.M.

Group	Location	Seats
Department of Supervisors	Jack Tar Hotel	
	University Ballroom I	300

FRIDAY, MARCH 17, 1967

9:00 - 11:00 A.M.

Dept. of Elementary Teachers	Auditorium, Civic Center	1300
Junior High Principals	Birch Room, Upstairs Civic Center	50
Elementary School Principals	University Ballroom I	300
Secondary School Principals	University Ballroom II	300
Foreign Language	Hillside High, Room 113	40
English Teachers	Hillside High, Room 108	40
Industrial Arts	Hillside High, Room 1	40
Social Science Teachers	Hillside High, Room 121-A	40
Science Teachers	Hillside High, Room 117-A	40
Mathematics Teachers	Hillside High, Room 124-A	40
Driver Education	Hillside High, Room 9	40
Librarians	Hillside High, Library	200
Audio Visual Aids	Hillside High, TVC	300
Guidance	North Carolina College, Closed Circuit	
	TV Room, Commerce Building	

11:00 A.M. - 1:00 P.M.

Division of Administrators and Supervisors	Auditorium, Civic Center	1300
Secondary Education	Hill Room, Jack Tar Hotel	300
Health and Physical Education	Gymnasium, Hillside High	1500
Educational Secretaries	Hillside High, Room 106	40
Business Education	Hillside High, Room 216-A	40
Home Economics	Hillside High, Room 217-A	40
Music Teachers	Hillside High, Room 20	40
Exceptional Children Teachers	Hillside High, Room 105	40
Trade and Industrial	Hillside High, Rooms 11-13	40
Vocational Agriculture	Hillside High, Rooms 5-7	40
Extension Agents	Hillside High, Room 6	40
Retired Teachers	Hillside High, Room 110	40
Art Teachers	Hillside High, Room 215	40
Student NEA	Hillside High, Room 209	40
Teacher Aides	Hillside High, Room 120-A	40
ESEA Specialists	Hillside High, Room 116-A	40
Primary and Grammar Grade Teachers	Hillside High, Auditorium	1300

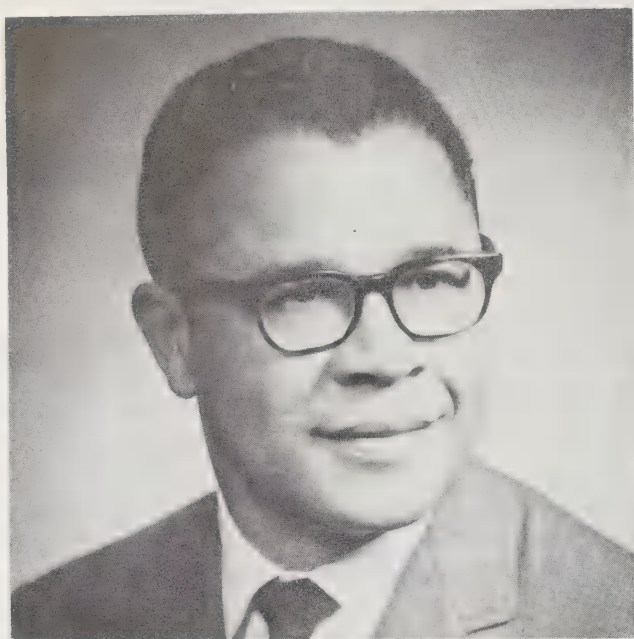
1:30 - 3:30 P.M.

College Instruction and	North Carolina College, Closed Circuit	
Division of Higher Education	TV Room, Commerce Building	
Division of Classroom Teachers	Auditorium, Civic Center	1300

3:30 - 5:30 P.M.

Specialized Education	Auditorium, Hillside High	1300
Department of Principals and Supervisors	Auditorium, Central Civic Center	1300

86th Annual Convention



Dr. Harry E. Groves

Dr. Harry E. Groves, president, Central State University, Wilberforce, Ohio, will deliver the main address at the first general session on Thursday, March 17, at 8:15 p.m. in the auditorium of the Central Civic Center, Durham.

Dr. Groves is a native of Manitou Springs, Colorado. He received the B. A. degree, cum laude, from the University of Colorado, where he was elected to membership in Phi Beta Kappa, Phi Delta Kappa, and Kappa Delta Pi honorary societies. He was awarded the J. D. degree from the University of Chicago and the LL. M. degree from Harvard University.

He was admitted to the bar in North Carolina and Texas and has practiced law in both states. In 1959 he was admitted to practice before the Supreme Court of the United States. He was an elected City Councilman in Fayetteville, North Carolina.

Dr. Groves' military career included service as a lieutenant in World War II, and as a captain in the Korean conflict.

Before coming to Central State University, Dr. Groves was a visiting professor, head of the Law Department and dean of the Law faculty at the University of Singapore. He has also taught at Jaipur Law College, Jaipur, India; North Carolina College Law School; and Texas Southern University, where he was dean of the Law School from 1956-1960.

Dr. Groves is the author of two books: **Comparative Constitutional Law** and **The Constitution of Malaysia**. He is the co-author of a new book on the Malaysian constitution to be published this year. He has contributed chapters to several books, including the **Indian Year Book of International Law**. His articles have appeared in many learned publications, including the *American Journal of Comparative Law*, the *Illinois Law Review*, the *Journal of Legal Education*, the *Journal of the Indian Law Institute*, the *Malaya Law Review* and others.

OPEN HEARING NCTA BUSINESS

Thursday, March 16, 1967 — 12:00 Noon
Auditorium — Central Civic Center

Presiding—Mrs. Ruth B. Jones, Vice-President, NCTA
Greetings and Remarks—Dr. Rudolph Jones, President, NCTA

Greetings and Announcements—E. B. Palmer, Executive Secretary, NCTA

Items for Discussion

1. Resolutions
2. Budget
3. Constitution
4. Other

Announcements

Adjournment

FIRST BUSINESS SESSION

Thursday, March 16, 1967 — 4:00 P.M.
Auditorium — Central Civic Center

Presiding—Dr. Rudolph Jones, President, NCTA
Attorney Curtiss Todd, Parliamentarian

Organ Prelude—Mr. John H. Gattis, Convention Organist
National Anthem

Invocation—Reverend Miles Mark Fisher IV, Durham, N. C.

Necrology—Mr. J. W. Wiley

Introductory Remarks—Dr. Rudolph Jones, President, NCTA

Minutes—Mrs. Edythe R. Tweedy, Recording Secretary, NCTA

Business—Reports

1. Rules Committee
2. Credentials
3. Treasurers
4. Board of Directors
5. Budget and Finance
6. Resolutions
7. Constitution and By-laws
8. Legislative Committee
9. Building and Grounds Committee
10. Teacher Education and Professional Standards
11. Professional Rights and Responsibilities
12. Delegate Orientation
13. Credit Union
14. Hammocks
15. Liaison (Merger)
16. Other

Announcements

Adjournment



Dr. Pauli Murray

Dr. Pauli Murray, consultant for the Equal Employment Opportunity Commission, Washington, D. C. will be the keynote speaker on Friday, March 17, at 8:15 p.m. in the auditorium of the Central Civic Center, Durham, North Carolina on the occasion of the second general session of the Eighty-sixth Annual Convention of the North Carolina Teachers Association.

Born in Baltimore, Maryland, Dr. Murray is a North Carolinian by adoption.

A graduate of Hillside Park High School, Durham, North Carolina, Dr. Murray holds degrees from Hunter College, Howard University School of Law, University of California, and Yale University where she received the degree, Doctor of Juridical Science. She is a poet, lawyer, author and a leader in civic rights liberties organizations. She is also one of the founders and organizers of the new civil rights organization, National Organization for Women (NOW), the objective of which is to achieve equality for women in truly equal partnership with men in the United States. Among her numerous affiliations, she is a member of the National Boards of Directors of the American Civil Liberties Union and the National Sharecroppers Fund.

For the past twenty years Dr. Murray had devoted much of her time to writing, lecturing and teaching in the field of human rights.

She is editor and compiler of *States Laws on Race and Color*, published by the Women's Division, The Methodist Church, in 1951; and author of *Human Rights USA: 1948-1966*, to be published this month. She is co-author of the textbook, *The Constitution and Government of Ghana*, and author of numerous published poems, articles, and law review articles.

FIRST GENERAL ASSEMBLY

Thursday, March 16, 1967

Auditorium — Central Civic Center

Concert — 7:15-8:00 P.M.

Assembly — 8:15 P.M.

Presiding—Dr. Rudolph Jones

Invocation—Dr. Phillip Cousins, Minister, St. Joseph's A.M.E. Church, Durham, N. C.

Pledge of Allegiance

Music

Greetings

Honoring of Retired Teachers

Introduction of Speaker—Dr. Rudolph Jones, President, NCTA

Address—Dr. Harry E. Groves, President, Central State University, Wilberforce, Ohio

Response

Announcements

Adjournment

Platform Guests—Members of the NCTA Board of Directors, College Presidents, Members of the State Department of Public Instruction, Consultants, Members of the State Board of Education, Past Presidents of NCTA, Presidents of NCCPTA and NCCCPTA, State Board of Higher Education, United Forces for Education, North Carolina Education Association, Durham City and County Board of Education, and Professional Staff of NCTA.

SECOND GENERAL ASSEMBLY

Friday, March 17, 1967

Auditorium — Central Civic Center

Concert — 7:30-8:00 P.M.

Presiding—Dr. Rudolph Jones, President, NCTA

Invocation—Father E. Nathaniel Porter, Vicar, Saint Titus' Episcopal Church, Durham, N. C.

National Anthem

Music

Greetings

Introduction of Speaker—E. B. Palmer, Executive Secretary, NCTA

Address—Dr. Pauli Murray, Consultant, Equal Employment Opportunity Commission, Washington, D. C.

Response

Announcements

Adjournment

President's Reception—University Room, Jack Tar Hotel

Platform Guests—NCTA Officers, Consultants, Members of the Southeastern Region Bar Association, Business and Civic Leaders, NCTA Professional Staff.

Social—Auditorium, Central Civic Center, Durham, N. C.

DIVISION OF CLASSROOM TEACHERS

Friday, March 17, 1967 — 1:30 P.M.

Central Civic Center

Presiding—Mrs. Dorothy B. Jackson, President, NCACT

Opening—Pledge of Allegiance—Led by Mrs. Melissa Leitao, Director, Coastal Plain District, NCACT

Faith of American Teachers—Mrs. Maxine Ormond Davis, Assistant Secretary, NCACT

Presentation of Platform Guests—Mrs. Juanita Barnette, Secretary, NCACT

Business Session

Adoption of Rules of Order—Mrs. Mary G. Horton, Director, Northeastern District, NCACT

President's Report—Mrs. Dorothy B. Jackson, President, NCACT

Presentation of Candidates

Executive Secretary's Report—Mrs. Edna C. Richards, Executive Secretary, NCACT

Reports—

Resolutions—Mrs. Ruth B. Jones, State Chairman

Local Projects—Mrs. Annie McMillian, State Chairman

"Hearts & Flowers Day"—Mrs. Margaret Wilson, Immediate Past President, NCACT

Remarks—Mrs. Elizabeth D. “Libby” Koontz, Immediate Past President, NEA-DCT and candidate for Vice-President—President-Elect, NEA
 Remarks—Mr. John Starie, NEA Consultant for Local Associations
 Voting—Mrs. Clara Owens, State Chairman, Election Committee
 New Business
 Announcements—Classroom Teachers Banquet will be held in the University Ball Room, Jack Tar Hotel, Durham, North Carolina, Friday March 17, 1967 at 6:00 P.M.
 Host—Durham City Association of Classroom Teachers

DEPARTMENT OF SUPERVISORS

Thursday, March 17, 1967 — 1:30-3:30 P.M.

Jack Tar Hotel—University Room

Presiding—Mr. C. C. Watkins, Vice Chairman, Department of Supervisors, NCTA
 Program Topic—Dialogues on Innovations
 National Teacher Examination—Dr. Frank Weaver
 Impact of Federal Program on the Curriculum—Mr. Clinton Downing
 Human Relationships—Mrs. Ruth L. Woodson
 Changing Roles of the Supervisor—Dr. Frank Weaver
 Techniques for Improving Supervision—Dr. Frank Toliver
 Current Procedures for State Accreditation of Schools—Mr. Lonnie Lockamy
 Business Session—Mrs. Dorothy P. Goodson, Chairman, Department of Supervisors, NCTA, presiding.
 Adjournment

DEPARTMENT OF LIBRARIANS

Friday, March 17, 1967 — 9:00 A.M.

Library — Hillside High School

Presiding—Mrs. Norma M. Royal, East End Elementary School, Durham, N. C., Chairman
 Program Topic—“New Trends Demanding Professional Excellence in Librarianship”
 Speaker—Mr. David Hunsucker, Supervisor of School Libraries, State Dept. of Public Instruction, Raleigh, N. C.
 Discussion Period
 Business Session
 Announcements
 Adjournment

DEPARTMENT OF MUSIC TEACHERS

Friday, March 17, 1967

9:00-11:00 and 11:00-1:00

Room 20 — Hillside High School

Chairman—Mr. Joseph L. Edwards
 Co-Chairman—Mr. E. M. M. Kelly
 Theme—“Individual Music Discipline—The Road to Music Excellence”
 Panel Discussions—
 Public School Music, Elementary—To Be Announced
 Junior and Senior High School Vocal Music—Dr. Roland Allison, Raleigh Public Schools, Moderator
 Junior and Senior High School Band—Mr. Joseph T. Mitchell, Hillside, Durham
 Junior and Senior High School Orchestra—Mr. Bernard Lee Mason, Howard University, Moderator
 Round Table Discussion
 Business Session
 Announcements
 Adjournment

DEPARTMENT OF PRINCIPALS

Friday, March 17, 1967 — 9:00 A.M.

Jack Tar Hotel — University Room I

Presiding—J. H. Twitty, Chairman
 Speaker—Dr. P. R. Robinson, Acting President, St. Augustine's College, Raleigh, N. C.
 Discussion Period

Business Session
 Announcements
 Adjournment

DEPARTMENT OF TEACHERS OF EXCEPTIONAL CHILDREN

Friday, March 17, 1967 — 11:00 A.M.

Room 105 — Hillside High School

Presiding—Mrs. Nettie T. Council, Chairman
 Program Topic—Review of Research in Mental Retardation: Practical Implications for Special Education Teachers
 Speaker—(To be announced)
 Discussion Period
 Business Session
 Announcements
 Adjournment

DEPARTMENT OF VOCATIONAL AGRICULTURE TEACHERS

Friday, March 17, 1967 — 11:00 A.M.

Rooms 5-7 — Hillside High School

Presiding—Mr. W. D. McNeill, Jr., President, North Carolina Agricultural Association, and teacher of Agriculture at the Spaulding Monroe High School, Bladenboro, N. C.
 Devotions—Mr. J. J. Brown, teacher of Agriculture, South Ayden High School, Ayden, N. C.
 Introduction of the Speaker
 Speaker—Dr. L. C. Dowdy, President, A & T College, Greensboro, N. C.
 Question and Discussion Period
 Business Session
 Announcements
 Adjournment

DEPARTMENT OF GUIDANCE

Friday, March 17, 1967 — 9:00 A.M.

North Carolina College — Commerce Building

Presiding—Mrs. Alice T. Solomon, Chairman
 Program Topic—“Counseling Competence — Theory and Techniques”
 Closed Circuit Television
 Demonstrations—Television Studio, Commerce Building
 Mr. James Parker, Director, Audio-Visual Department, North Carolina College, Durham, N. C.
 Discussion Period
 Business Session
 Announcements
 Adjournment

DEPARTMENT OF ELEMENTARY TEACHERS

Friday, March 17, 1967 — 9:00 A.M.

Auditorium — Central Civic Center

Presiding—Mrs. Ruby J. Manley, Chairman
 Theme—“Focus on Teacher Welfare and Responsibility”
 Panel Discussion
 Panelist—E. B. Palmer, Executive Secretary, North Carolina Teachers Association.
 Topic—“NCTA Faces the Challenge.”
 Business
 Adjournment

SECTION OF ELEMENTARY TEACHERS

Friday, March 17, 1967 — 9:00-11:00 A.M.

Jack Tar Hotel — University Room I

Presiding—J. D. McAllister, Chairman, Elementary Principals, NCTA
 Music—Scurlock Elementary Glee Club, Mrs. Helen McQueen Curtis, Director
 Invocation—C. D. Marsh, Principal, North Harnett Elementary School, Angier, N. C.
 Presentation of Consultants—
 Attorney Julius Levon Chambers, Charlotte, N. C.
 “Desegregation and its Effects on the Negro Principal”
 I. A. Battle

"The Role of the Principal in Federal Programs"

E. B. Palmer

"The Latest Developments in the Proposed Merger of the Education Associations of North Carolina"

Interrogation Period—John T. McDonald, Principal, Glen Raven School, Burlington, N. C.

SECTION OF MATHEMATICS TEACHERS

Friday, March 17, 1967 — 9:00-11:00 A.M.

Hillside High School — Room 124A

Presiding—Mrs. Josie M. Thompson, Chairman of the Mathematics Section of NCTA

Topic—Teaching Modern Mathematics to the Underachiever

A lecture and discussion of classroom situations; topics for classroom use, games, and methods to use in "Mathematics for the Underachiever in Modern Mathematics."

Speaker and Consultant—Mrs. Amelia D. Proctor, Assistant Director of Mathematics, District of Columbia Public Schools, Washington, D. C.

Discussion

Business—Organizing the Mathematics Council of the North Carolina Teachers Association

Announcements

Adjournment

SECTION OF INDUSTRIAL ART TEACHERS

Friday, March 17, 1967 — 9:00 A.M.

Room 1 — Hillside High School

Presiding—Mrs. Helen W. Daniel, Chairman

Welcoming Remarks and personal invitation to tour the Permanent Art Collection of the Durham City Schools —Miss Elsie Smith, Supervisor of Art, Durham City Schools

Speaker—Mr. Robert Barnard, Art Teachers, U. N. C., Chapel Hill, President, NCAEA

Demonstration—Needle Craft by Mrs. Marilyn Houston, 1966 graduate of Marshall University, Huntington, W. Va. Assisted by Mrs. Helen W. Daniel, Chairman, Department of Art Teachers, NCTA, Arts Editors, NCAEA

Business Meeting

Election of Officers

SECTION OF SOCIAL SCIENCE TEACHERS

Friday, March 17, 1967 — 9:00 A.M.

Room 121A — Hillside High School

Presiding—Mrs. Esmeralda Rich Hawkins, Chairman

Panel Discussion—The Social Studies Teacher

A. Ethics for the Social Studies Teachers

B. Social Studies Teachers Build New Bridges in International Understanding

Speaker—Mr. Richard D. Childs, Special Assistant to the Committee on International Relations, NEA

C. The Social Studies Classroom, a Laboratory in Democratic Living

Speaker—Miss June Gilliard, State Department of Education

Discussion Period

Business Session

Announcements

Adjournment

SECTION OF SCIENCE TEACHERS

Friday, March 17, 1967 — 9:00 A.M.

Room 117A — Hillside High School

Presiding—Delmous R. Ingram, Chairman, Science Section

Program Topic—"New Challenges for High School Science Teachers"

Speaker—Dr. William H. Patillo, Jr., Chairman, Department of Biology, North Carolina College at Durham, N. C.

Question Period

Business Session

Announcements

Adjournment

SECTION OF ENGLISH TEACHERS

Friday, March 17, 1967 — 9:00 A.M.

Room 108 — Hillside High School

Presiding—C. C. Lipscomb, Chairman

Program Topic—"New English"

Invocation

Business Session

Introduction—C. C. Lipscomb

Lecture and Demonstration—

Teaching the "New English"—The Radical Changes

—George L. White, PhD, Director, Curriculum Studies and School Services, New York, N. Y.

Question - Answer Period

Adjournment

The "New English"

Transformational Generative

"The child born in the sad world of the inarticulate, no matter what his native intelligence, remains inarticulate in an articulate world unless you, the English teachers, do something about it," Said Dr. George L. White, Curriculum Studies Specialist.

Some of us who are particularly conversive with traditional grammar are prone to complain that our birthright is being taken from us, but this is not true. The "New English" is not fighting with traditional grammar; it simply indicates change in the way we look into the syntax of the English language. It is true that traditional grammar is under heavy fire from the new linguistic approaches, but all of them have in common the desire to analyze language rigorously in the light of new or different concepts.

The school of modern linguistic thought "Transformational Grammar" will be discussed and demonstrated at the up-coming NCTA English Section meeting March 17. This is an excellent opportunity for teachers of all grade levels to get in the know of what is happening in the teaching of our native language.

Dr. White, our lecturer-demonstrator, is not only a curriculum studies specialist, but also one of the most knowledgeable authorities in linguistic thought. He will teach a lesson in the "New English" on a third or fourth grade level which will captivate any teacher or user of communication skills.

If you have any doubts about some or any aspects of this approach, you should see and hear Dr. White. If you are aware of any of the newer innovations, you can profit from this experience; however, if you are opposed to change it might be well that you by-pass the offer.

—C. C. Lipscomb

OTHER CONVENTION

PROGRAMS NOT AVAILABLE

AT PRESS TIME

Classroom Teachers News

Candidates for NCACT Offices

MARY ELIZABETH VENABLE FOR PRESIDENT-ELECT, NCACT



Mary Elizabeth Venable was born and reared in Oxford, North Carolina where she received her early education. Her undergraduate work was done at Fayetteville State College, and she received her graduate degree from Temple University, Philadelphia, Pa., where she has also done further study.

Mary Elizabeth's teaching experience includes work in the Johnston County School system and in the Granville County School system where she is presently employed as a reading teacher at the Mary Potter High School in Oxford.

She is a past president of the Johnston County Teachers Association, and is currently serving her second term as president of the Granville County Teachers Association. She served on the publicity committee for the Southeast Regional Conference in 1965. In her local Classroom Teachers Association, she is chairman of the Resolutions Committee and a member of the Executive Committee. Currently, she is vice-president of the North Carolina Association of Classroom Teachers.

Mary's professional concern has been shown by her attendance at many national and state conventions.

Her professional affiliations include, among others, membership in the National Education Association, the North Carolina Teachers Association, the North Carolina Association of Classroom Teachers, the Granville County Teachers Association, the Granville County Association of Classroom Teachers, and the International Reading Association.

Mary Elizabeth is a member of St. Cyprian's P. E. Church, where she also teaches a Sunday School class.

MRS. BERTHA J. ECHOLS FOR VICE-PRESIDENT, NCACT



Mrs. Bertha J. Echols, a graduate of Bennett College, Greensboro, North Carolina has been a teacher in Chatham County for twenty-four years. She has done further study at North Carolina College at Durham. She has served as secretary of the Chatham County Teachers Association, and she is now president of the Association of Classroom Teachers of Chatham County, a position she has held for seven years. She attended the NEA Convention in Detroit, the National Classroom Teachers Conference in Indiana and Regional Classroom Teachers Conference in Durham, and Norfolk, Va.

MRS. MAXINE ORMOND DAVIS FOR SECRETARY OF NCACT



Mrs. Maxine Ormond Davis is a native of Salisbury, North Carolina where she earned the B. S. degree in Business Education from Livingstone College. She earned the M. A. degree in Business Education from Columbia University, New York, New York. She is married to Samuel C. Davis of Charlotte, North Carolina and has two children. Presently, Mrs. Davis is employed at Ashley High School, Gastonia, North Carolina. She has previously held two teaching position, first at North Warren High School, Wise, North Carolina and later at Highland High School, Gastonia, North Carolina.

In the North Carolina Association of Classroom Teachers, Mrs. Davis is presently Assistant Secretary on the state level, Assistant Secretary of the Southwestern District, and Secretary of the Gastonia Unit of Classroom Teachers. She also holds the position of Secretary of the Gastonia Unit of the North Carolina Teachers Association.

Mrs. Davis has served as State Assistant Secretary for the past two years. She attended the National Classroom Teachers Conference in

Tampa, Florida during the summer of 1966 and reported on this conference in the North Carolina Teachers Record. She has attended, participated in many local, district, regional and state conferences, workshops and leadership meetings for many years.

**MRS. MARTHA HAWKINS JOHNSON
FOR
ASSISTANT SECRETARY, NCACT**



The Durham City Unit of the DCT-NCTA proudly presents Martha Hawkins Johnson as its candidate for Assistant Secretary of the Department of Classroom Teachers of the North Carolina Teachers Association.

A native of Greensboro, she was graduated from Dudley High School, and Bennett College. She received her graduate degree from North Carolina College, and has done further study at North Carolina College, New York University, the University of Connecticut, and the University of South Florida.

She has been active in her school, and her community. In her profession, she has been active on local, state and national levels. Currently, she is an eighth grade teacher of English and Social Studies at the Whitted Junior High School, and also serves as school treasurer. During the evaluation program of Whitted Junior High School for the purpose of accreditation by the Southern Association of Colleges and Schools, she was chairman of the steering committee. She has also served as secretary of the school's PTA.

In the community, she was charter member of the Beta Zeta Chapter of the National Sorority of Phi Delta Kappa, and held the position as its first grammateus. At the present she is first anti-basileus of the organization. Other organizations she has served are the Durham Chapter of the National Association of College Women, of which she was secretary, and the Durham Chapter of the National Barrister's Wives, Inc., of which she is secretary. Her church affiliation is the St. Joseph's A. M. E. Church, and she is a member of its Stewardess Board #2. She has worked as a Y-Teen advisor, Camp Counselor, Girl Scout leader, recreation leader and newspaper columnist.

In her profession, she is outgoing president of the Durham Association of Classroom Teachers, having also served as its secretary; and as East Piedmont District NEA Coordinator. She is also a member of the TEPS Committee of the NCACT.

On the occasion of the Ninth Annual North Carolina Junior High School Principal's Conference held last year at the University of North Carolina at Chapel Hill, she participated as a panelist. Sponsored by the Junior High School Principals of North Carolina, the North Carolina Department of Public Instruction, and the School of Education of the University of North Carolina, the theme for this conference was "Implementing a Junior High School Philosophy."

She has attended two NEA conventions as a delegate, in New York, and in Miami, and two national Classroom Teachers' Conferences, at the University of Connecticut, and the University of South Florida.

On the occasion of the Southeast Regional Meeting of the DCT held last year in Durham she served on the conference planning committee, and was a delegate to its counterpart which was held this year in Norfolk, Virginia.

Last year, she was invited to participate in the southeastern regional meeting of the Commission on Teacher Education and Professional Standards held in Raleigh. She has also been a participant in various leadership workshops of the North Carolina Teachers' Association.

In private life, she is Mrs. Milton E. Johnson whose husband is a local attorney and Professor of Law at North Carolina College. Her parents are the late Dr. and Mrs. J. R. Hawkins of Greensboro.

**MRS. FRANCES M. CUMMINGS
FOR
SECRETARY OF NCACT**



Frances M. Cummings is a native of Lumberton. She attended the Hilly Branch High School of Robeson County from which she was graduated in 1957. Following high school, Mrs. Cummings attended Livingstone College of Salisbury where she earned the B.S. Degree with a major in Business Education.

Since graduation from Livingstone College in 1961, she has taught in the public schools of Robeson County. Her teaching appointments include four years at the Southside High School of Rowland and one year at the South Lumberton Junior-Senior High School of Lumberton.

Presently she is teaching at the Lumberton High School to which she was transferred at the close of the 1965-66 school term.

Mrs. Cummings has done Graduate study at East Carolina College of Greenville and North

(Continued on Page 12)

Classroom Teachers Banquet

86th Annual Convention

450 Tickets Available

The Annual NCACT Banquet will be held in the University Ball Room,, Jack Tar Hotel, Durham, North Carolina, March 17, 1967 at 6:00 P.M.

Tickets for the banquet will be distributed in each district, four dollars and fifty cents (\$4.50) per person. Please contact your District NCACT Director early if you wish to attend the banquet. This year promises to be the best ever. You cannot afford to miss.

The speaker for the evening will be Mrs. Elizabeth D. "Libby" Koontz, immediate past president, NEA-DCT — candidate for NEA Vice-President - President-Elect.

Send four dollars and fifty cents (\$4.50) with your request to your district director. Your money will be refunded if the district quota is sold before your request is received.

District Directors' names and addresses are listed below:

Southwestern:	Mrs. Anne Miller 204 West Cedar Street Belmont, N. C. 28012
Western:	Mrs. Gladys N. Bailey Post Office Box 125 Mount Airy, N. C. 27030
Piedmont:	Mr. Oscar Hinnant, Jr. 805 Bellaire Street Greensboro, N. C. 27406
Coastal Plain:	Mrs. Melissa Leitao 402 E. Blount Street Kinston, N. C. 28501
North Central:	Mrs. Vivian Diggs W. A. Pattillo School Tarboro, N. C. 27886
Southeastern:	Mrs. Annie N. Gera'd Post Office Box 1169 Lumberton, N. C. 28358
Northeastern:	Mrs. Mary Horton 123 South Elm Street Williamston, N. C. 27892

Local Unit Recognition Program

Recognition will be granted to any local unit that wishes to enter a project at the NCTA Convention to be held in Durham, March 16-17, 1967.

The project may be any association activity — single or long range, that has strengthened the local association's program or enhanced the prestige of the profession.

Every association selected for recognition will receive a certificate of commendation and is honored during the NEA Convention. An account of the project is featured in Local Color, published by the NEA Department of Classroom Teachers.

Further information and entry blank may be obtained from our State Chairman, Mrs. Annie M. McMillian, 605 Airlie Road, Wilmington, N. C. 28401.

Oteys Road
Chapel Hill, N. C.
January 11, 1967

Mr. Elliot B. Palmer, Exec. Sec.
North Carolina Teachers' Association
125 E. Hargett St.
Raleigh, N. C.

Dear Mr. Palmer:

The Chapel Hill Classroom Teachers' Association wishes to express its strong support and appreciation to the members of your organization for their continued efforts, through the United Forces for Education, to improve education in North Carolina.

We are confident that the revised salary scale recently recommended by the United Forces for Education will help alleviate the shortage of well trained teachers in North Carolina. Our organization will actively support the passage of this legislation.

Very sincerely,
Jessie Belle Lewis, President
Barbara C. Lawler, Secretary
Chapel Hill Classroom Teachers' Assn.

CLASSROOM TEACHERS NEWS

(Continued from Page 11)

Carolina College at Durham. She is very active in the Hilly Branch Baptist Church and has participated in the affairs of her church on the state and national levels. She also holds membership in the NCTA, the NEA, and the NCEA Department of Business Education.

A member of the Alpha Kappa Alpha Sorority, Mrs. Cummings is married to J. F. Cummings who is also employed by Lumberton City Schools. They reside in Lumberton.

CONSTITUTION

of the

North Carolina Teachers Association

Article I — Name

The name of this organization shall be the North Carolina Teachers Association.

Article II — Purpose

The purpose of this Association shall be:

- (a) To encourage the attainment of the highest professional and educational standards of its members and for the people of North Carolina.
- (b) To foster sentiment favorable to the growth, development, and improvement of education in North Carolina and to seek to establish the North Carolina Teachers Association and an integral part of the recognized educational forces of North Carolina.
- (c) To cooperate with other educational, professional and civic organizations and agencies whose objectives and purposes are similar to the objectives and purposes of this Association.
- (d) To promote and protect the welfare of its members as it relates to professional and economic security, public relationships, and healthful living.

Article III — General Officers

SECTION 1. The General Officers of the Association shall be the president of the Association, the vice president, the recording secretary, the treasurer, and the executive secretary. The officers shall be installed as officers-elect at the time of the meeting in which they are elected, but they shall not assume active responsibility in office until the next ensuing fiscal year, and their terms shall be co-terminus with the fiscal year except as otherwise herein provided. The annual convention of the Association may authorize such non-constitutional officers and committees as the annual convention may find to be necessary or desirable from time to time.

SECTION 2. The duties of the officers shall be the usual duties of the respective officers and such other duties as the Association may prescribe.

SECTION 3. The treasurer of the Association and any others who may be responsible for handling the funds of the Association shall be adequately bonded.

SECTION 4. The president of the Association shall be elected for a term of two years and shall not succeed himself. The vice president shall be elected for a term of two years.

In case the office of president is made vacant before the regular and full expiration of time of the elected president, the vice president shall serve as the acting president until the next annual convention. In case of a vacancy in the office of president and vice president, the executive secretary shall call a meeting of the Board of Directors, hereinafter provided for, and the Board of Directors shall select some one from its own membership to act as president until the next annual meeting of the Association at which time a regular election shall be concluded.

SECTION 5. The recording secretary shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

SECTION 6. The treasurer shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

Article IV — Board of Directors

SECTION 1. There shall be a Board of Directors composed of the following: the president of the Association, the vice president, the recording secretary, the treasurer, the president of each of the district associations, any NEA Director for North Carolina who holds membership in the Association, the president of the North Carolina Association of Classroom Teachers, and one member elected by each district. Each of the members elected by the district shall serve for a term of three years. Staggered terms shall be set up by the Board of Directors. The term of membership on the Board of Directors for the president and vice president shall be as described in Article III, Section 4, except that each president shall remain a member of the Board of Directors for two consecutive years immediately following the expiration of his term as president of the Association.

A member elected from the district may be re-elected to membership on the Board of Directors for as many terms as the district may see fit to re-elect him.¹

¹ As amended by 83rd Annual Convention.

SECTION 2. The president of the Association shall be the chairman of the Board of Directors. The Board of Directors shall have entire charge of the affairs of the Association during the recess between Annual Conventions subject to limitations in Section 6 of this Article and shall determine general plans for each succeeding Annual Convention. The Board of Directors shall hold at least one meeting during the recess between conventions. The expenses of meetings of the Board of Directors shall be paid by the Association. The Board of Directors shall have no power to nullify or alter any decisions of the Association in Convention Assembled.²

SECTION 3. The Executive Secretary shall be appointed by the Board of Directors and his term of office shall be determined by the Board of Directors. The Board of Directors shall supervise and direct the work of the Executive Secretary.³

SECTION 4. The Board of Directors shall employ a certified public accountant to audit the books and financial records of the Executive Secretary and Treasurer at least once a year. The report of the audit must be published in the official organ of the Association.

SECTION 5. The Board of Directors shall submit to the Association a budget for the fiscal year following each annual convention. The budget submitted shall indicate the estimated income and expenses for the incoming year. No money shall be appropriated from the treasury until the same has been considered by the Board of Directors and their report of the same presented to and approved by the Association.

SECTION 6. The Board of Directors shall have no power to acquire or dispose of real estate for the Association except upon special authorization by written resolution of the Annual Convention in which case the Board of Directors shall be limited strictly to the terms of such written resolution.

SECTION 7. The Board of Directors shall have the power to change the fiscal year.⁴

SECTION 8. The Board of Directors shall cause to be published in the *TEACHERS RECORD* (The official publication of the Association) in the same issue which carries the minutes and proceedings of the Annual Convention, a record of all motions made and actions taken (whether affirmative or negative) in each meeting that was held by the Board during the Convention year. The said record need not necessarily carry detailed accounts of discussions, debates, or the

exchange of remarks incident to the actions taken, but said record shall indicate clearly and definitely the actions taken (including so-called common consent actions) in all official meetings held by the Board during the Convention year.⁵

SECTION 9. The Board of Directors shall at no time delegate or surrender to any individual, group of individuals, or committees any of the duties or responsibilities that are expressly ascribed by this Constitution to be discharged by the Board of Directors itself.⁶

Article V — Membership⁷

SECTION 1. Any person who meets the North Carolina Teachers Certification requirements, who is actively engaged in professional work of an educational nature, who subscribes to the purposes and objectives of the Association, and who accepts the obligations of membership pertaining thereto, is eligible for membership in the Association.

SECTION 2. The membership of the Association shall consist of Active, Associate, Retired, and Student Members.

SECTION 3. Any person who is actively engaged in professional work and meets the qualification set forth in Section 1 may become an Active Member of the Association.

SECTION 4. Any person interested in advancing the cause of education but who is not eligible for Active Membership may become an Associate Member, but shall not have the right to vote or hold elective or appointive office. Annual dues of Associate Members shall be the same as that of Active Members.

SECTION 5. Any member who has been an active member of the Association immediately prior to retirement may become a Retired Member. Annual dues of Retired Members shall be \$2.00. A Retired Member shall have all rights and privileges of an Active Member, except the right to hold elective office in the Association or its district organizations.

SECTION 6. Any student enrolled in a teacher-education program in a college or university may become a Student Member of the Association by joining a chapter of the Student National Education Association. Annual dues of Student Members shall be \$1.00. A Student Member shall have all the rights and privileges of Associate Members.

² *Ibid.*

³ *Ibid.*

⁴ *Ibid.*

⁵ As amended by 80th and 83rd Annual Convention.

⁶ As amended by 80th and 83rd Annual Conventions.

⁷ Sections 1-6, as amended by 83rd Annual Convention, Section 7, as amended by 73rd Annual Convention.

SECTION 7. A local unit of the North Carolina Teachers Association may be organized in any county or city administrative unit of the public school of North Carolina, provided that two or more administrative units of less than fifty-one potential members may organize a combined local unit. Not more than one local unit may be organized in any one administrative unit of the public schools of North Carolina unless special permission is granted by the Board of Directors for such temporary organization as may be deemed necessary because of recognized local hardships. A local unit may also be organized in any boarding school or college — public or private — in North Carolina. Not more than one local unit may be organized in any one boarding school or college.

Article VI — Voting

SECTION 1. Voting in the business sessions of the Association shall be by delegate assembly, except that all general officers, members of the Board of Directors and former presidents of the Association shall have the right to vote in all business sessions. All members of the Association shall have the privilege of voting for elective officers of the Association either at the Annual Convention or in the local units as the Association may prescribe under Section 4 of this Article and shall have the privilege of participation in the business sessions of the Association subject to the rules of the delegate assembly.⁸

SECTION 2. The president shall appoint a committee on credentials. The duty of the Credentials Committee shall be to examine and approve the names of persons sent in from the respective local units as delegates. The Credentials Committee shall exercise authority in approving or disapproving names of persons submitted as delegates, subject to final action by the Association in cases of protest. The Credentials Committee shall base its approval or disapproval on such factors as: whether the person was, at the time of being named, a member of the Association; whether the list was submitted within the time limits prescribed in Article VI, Section 4 below; the validity of the person submitting the list of names; and the number of delegates to which the local unit is entitled.

SECTION 3. A local unit may delegate one or more of its members to represent the unit in the general business sessions of the Association as provided for in Section 4 below. In providing for this representation each unit shall be entitled

to one representative or delegate for each ten or major fraction of ten members belonging to the local unit, provided any administrative unit, private boarding school, or college having fewer than ten members will be privileged to have one delegate. A delegate or representative from a local unit must be in good financial standing as a member of the association before being delegated to represent his local unit.

SECTION 4. In order to exercise the privilege of being represented in the business session of the Association by representative delegates, a local unit must file with the Executive Secretary of the Association a complete roster of its local membership. There also must be filed with the Executive Secretary a statement certifying the names of the person or persons on the roster that the local unit has chosen as its official delegates. Only one person may be chosen as a delegate for each ten or major fraction of ten members on the roster except as herein provided for in Section 3. The membership roster and the statement certifying the names of the chosen delegates must be signed by the president and the secretary of the local unit. The mailing of the roster of members financial with the Association must be made to the Executive Secretary sixty days before the opening date of the Annual Convention. The certified statement of delegates must bear post mark indicating that it was mailed to the Executive Secretary at least seventy-two hours before the opening program of the Annual Convention. The Credentials Committee shall not approve representatives or delegates from a local unit if its list of certified delegates is submitted later than the time herein specified.⁹

Article VII — Membership Dues

The annual membership dues shall be an amount determined by the Association in business session at the Annual Convention. Membership dues may be paid through local unit organizations or may be sent direct to the Executive Secretary.

Article VIII — Time and Place

The time and place of the meetings of the Association in Annual Convention shall be decided upon in one of the business sessions of the Association. In case of an emergency, or in case no decision is settled upon in the business session, then the Board of Directors shall act for the Association in deciding upon the time and place of the next Annual Convention.

⁸ As amended by 70th Annual Convention.

⁹ As amended by 72nd Annual Convention.

Article IX — Elections Committee

SECTION 1. A Committee on Elections shall be established as herein described below. This Committee shall be charged with the responsibility of working out necessary and satisfactory plans for the holding of elections. The plans proposed by the Committee shall be subject to the approval of the Board of Directors. The Committee shall provide that:

(a) Each district during its annual meetings shall nominate one candidate for each elective office in the North Carolina Teachers Association becoming vacant at the end of the convention year. The names of all candidates or persons nominated through district conventions for office shall be filed with the Executive Secretary by December 1.¹⁰

(b) The names of all nominees that are to appear on the final ballot be announced and publicized at a time, in a manner, and to the extent considered satisfactory by the Board of Directors.

SECTION 2. The Committee on Elections shall be composed of two persons from and elected by each of the respective districts at the time of their annual district meetings. The president of the Association, with the approval of the Board of Directors, shall also appoint additional persons to the Committee, provided that the number so appointed shall not exceed fifty per cent of the number elected by the district associations.

SECTION 3. The persons elected to serve on the Elections Committee shall serve for a period of one convention year or until their successors are elected.

SECTION 4. The president of the Association shall convene the Committee on Elections for its initial meeting. The Committee shall elect its chairman from its own membership and otherwise organize itself for carrying on its work.

SECTION 5. The Committee on Elections shall prepare a printed or otherwise written ballot for all members of the Association. The polls for voting shall be open from 10:00 A.M. to 6:00 P.M. on the day before the last day of the annual convention, unless voting in the local units is provided. All candidates shall have the privilege of being present and having representatives at the polling place and at the counting of the ballots. The ballot boxes shall be opened for counting of ballots and the ballot shall be counted at the polling place starting at 6:01 P.M. on the day before the last day of the Annual Convention and the Committee on Elections shall report

¹⁰ As amended by 83rd Annual Convention.

the results to the Convention at a time on the last day of the Annual Convention to be announced in open meeting on the day before the last day of such Convention.

Article X — Nominating Committee

SECTION 1. A Committee on Nominations shall be established. They shall be elected, appointed, and convened in such manner and consist of the same number as herein above prescribed for the Committee on Elections.

SECTION 2. The Committee on Nominations shall secure a copy of the candidates for office as filed with the Executive Secretary. From this list they shall select by ballot two nominees for each office in which there is a vacancy. In the event that any nominee or nominees become incapacitated or disqualified, for any reason whatsoever, the district executive committee shall have the power and full authority to substitute another person or persons to fill such vacancy, provided that the list of nominees submitted by the district conventions be exhausted before any other procedure is taken.

SECTION 3. The Committee on Nominations shall be charged with the working out of other details of plans incident to the preparation of the ballot to be used in each election. All plans worked out by the Committee on Nominations shall be subject to the approval of the Board of Directors.

Article XI — Professional Organization

The Board of Directors shall provide for organization of the Association into divisions for promotion of professional activities. These divisions may be added to or changed upon the recommendation of the Board of Directors.¹¹

Article XII — District Associations

SECTION 1. As many district associations may be set up as approved by the Board of Directors provided:¹²

- (a) That a new district shall not be created unless it has the affiliation of a minimum of 5 local units from at least 5 different counties and embraces a total membership of more than 600 persons.
- (b) That an existing district shall not continue to exist unless it has a minimum affiliation of at least 5 local units from at least 5 different counties and a total of over 600 persons.

SECTION 2. District Associations may formulate their own constitution and bylaws so long as they do not conflict with the constitution of the State Association. Each district must file a

¹¹ As amended by 81st Annual Convention.

¹² As amended by 81st Annual Convention.

copy of its constitution and bylaws with the Board of Directors for approval before the district shall be authorized to function as a subdivision of the State Association.

Article XIII — Quorum

Fifty per cent of the officers plus a majority of the registered delegates at the Association's Annual Convention shall constitute a quorum. For meetings of the Board of Directors, at least fifty per cent of the Board members must be present to conduct any official business. At any time when it becomes necessary to submit a matter to the vote of local unit delegates for a decision, then a majority of the registered local units at a given convention must be represented.¹³

Article XIV — Amendments

Proposed amendments to this constitution must be offered in writing to the Executive Secretary at least 60 days before the annual meeting. The Executive Secretary shall mail all such proposed amendments to each local unit secretary and publish same in the official organ of the Association.

¹³ As amended by 83rd Annual Convention.

posed amendments, with their recommendations, The Board of Directors shall report all such pro- to the Association not later than the day before the vote is to be taken. A proposed amendment, when approved by two-thirds of the voting members present, shall become a part of this constitution.¹⁴

Article XV — Parliamentary Procedure

The latest edition of Roberts Rules of Order shall be the guide in any other parliamentary procedure not already specifically outlined in this constitution.

¹⁴ As amended by 70th Annual Convention.

(Adopted at the 83rd Annual Convention March 19-21, 1964, Raleigh, North Carolina. Effective 6:00 P.M., March 21, 1964.)

SUPPORT OUR

HAMMOCKS BEACH PROJECTS

FAYETTEVILLE STATE COLLEGE

FAYETTEVILLE, NORTH CAROLINA

ESTABLISHED 1877

A Good Place to Continue Your Education

Fully Accredited

Faculty of Scholars

Atmosphere Conducive to Study

Full Program of Extra-Class Activities

Reasonable Rates

Scholarships, Loans, Work-Aid

Excellent Physical Facilities

Degrees Offered In

Biology

Business Education

Elementary Education

English

History

Mathematics

Physical Education

Sociology

For Further Information — Write:

Director of Admissions
Fayetteville State College
Fayetteville, North Carolina

ANNUAL NEA CONVENTION TOUR

Arranged by W. R. Collins to
accommodate NCTA-NEA delegates and others.

Tuesday, June 27

Leave Durham, N. C. 7:00 a.m.
Leave Raleigh, N. C. 7:30 a.m.
Arrive Harrisburg, Pa. 6:30 p.m.
Stop for lunch enroute. Travel by way of Richmond and Washington. Overnight stop at Hotel Harrisburger.

Wednesday, June 28

Leave Harrisburg, Pa. 7:00 a.m.
Arrive Niagara Falls, Ont. 4:00 p.m.
Stop for lunch enroute. Leave at 5:15 p.m. for tour which includes reservations at the beautiful Refractory in Queen Victoria Park overlooking the awesome cataracts. A full course dinner included. Afterwards, view the illumination of the Falls from the best vantage points. Overnight at the Sheraton Brock Hotel in Ontario.

Thursday, June 29

Leave Niagara Falls, Ont. 7:00 a.m.
Arrive Detroit, Mich. 12:01 p.m.
After lunch, leave for tour which takes you first through Detroit's new Civic Center to Belle Isle, the 1,200 acre Island Park of which Detroit is so proud. It contains such attractions as the Children's Zoo, Aquarium, and Horticultural Building and Gardens. Next you are taken via the Detroit-Windsor Tunnel to Windsor, Ontario. Tour also includes the General Motors Building, Wayne State University, Institute of Arms, Main Library, etc. Overnight at the Statler Hilton Hotel.

Friday, June 30

Leave Detroit, Mich. 7:00 a.m.
Arrive Chicago, Ill. 1:30 p.m.
After lunch, leave at 3:00 p.m. for the Grand Complete Tour, a four hour tour of the Loop, State Street stores, residential areas, lakefront, monuments and public buildings. Overnight at the Conrad Hilton Hotel.

Saturday, July 1

Leave Chicago, Ill. 7:30 a.m.
Arrive Wisconsin Dells, Wisc. 12:30 p.m.
Take afternoon boat trip to Upper and Lower Del's, visit Deer Park and the Minirama, the Dells in Miniature. Overnight at Crandall Motor Inn.

Sunday, July 2 through Friday, July 7

Leave Wisconsin Dells, Wisc. 7:00 a.m.
Arrive Minneapolis, Minn. 1:00 p.m.
Check in at the Hotel Dyckman for six nights. During your stay in Minneapolis, take a six hour tour of the Twin Cities (Minneapolis and St. Paul), which leaves daily at 9:30 a.m.

Saturday, July 8

Leave Minneapolis, Minn. 7:00 a.m.
Arrive Chicago, Ill. 6:30 p.m.
Have lunch enroute. Overnight at the Conrad Hilton Hotel.

Sunday, July 9

Leave Chicago, Ill. 7:00 a.m.
Arrive Cincinnati, Ohio 3:00 p.m.
Have lunch enroute. Overnight at the Netherland Hilton Hotel.

Monday, July 10

Leave Cincinnati, Ohio 7:00 a.m.
Arrive Durham, N. C. 8:00 p.m.
Arrive Raleigh, N. C. 8:30 p.m.
Have a lunch stop enroute.

Tour includes:

Thirteen (13) nights hotel accommodations
Baggage Handling Charges
Minneapolis Tour #4
Niagara Falls Tour #4
Detroit Tour
Chicago Tour #1
Wisconsin Dells Tour WDP2A
\$10,000.00 Insurance Policy

For additional information, contact

Mr. W. R. Collins
125 East Hargett Street
Raleigh North Carolina 27601
Telephone 833-8436

Hammocks 17th Annual Pilgrimage Celebration

HAMMOCKS BEACH, MAY 20, 1967

THE GRAND PRIZE

A New Sport Camaro
by Chevrolet

SPECIAL REGULATIONS

1. A person contributes \$1.00 and becomes a patron. Any holder of a \$1.00 ticket is eligible to participate in the drawing for the Grand Prize, except members of the Hammocks, NC-TA Board of Directors and respective employees. The families of said persons will be eligible to participate by buying as many tickets as may be desired.
2. These tickets will be issued first to Classroom Teachers, School Principals, Supervisors, Farm and Extension Agents, Hammocks, NC-TA Board members and employees, NCTA Local Unit Chairmen, NCACT District Chairmen, College Presidents, other group representatives and interested individuals.
3. If tickets as initially delivered cannot be handled as such, please designate someone to be responsible for them.
4. Tickets may be sold by anyone expressing interest in the project and being willing to abide by regulations as written.
5. For additional tickets, send cash covering tickets previously received or request the number of initial tickets desired. Send report of cash or request to W. R. Collins, 125 East Hargett Street, Raleigh, North Carolina 27601, and the needs will be promptly met.
6. Making financial reports covering project ticket sales is most important therefore the following is outlined and required:
 - a. At this point a report will be due March 15, March 31, April 15. Ticket sales will close on April 30, 1967.
 - b. Make checks covering all payments to Hammocks Beach Corporation and mail same to W. R. Collins, 125 East Hargett Street, Raleigh, N. C. 27601.
7. You will not be expected to handle any of the tickets that you receive from me from February 1 through April 15, **at the Hammocks on May 20, 1967**, as all of these tickets must be sold or otherwise accounted for no later than May 5, 1967, with ticket sales closed on April 30, 1967.
8. Extra tickets will be on sale at the Hammocks Registration table on May 20. This means that tickets arranged for by anyone after May 1, 1967, may be picked up on May 20, prior to the drawing, which will be conducted immediately following the main celebration program.
9. Other general prizes will be given to persons whose names are drawn from the registration cards. (If you would like to donate a prize for this purpose please contact Mrs. Mae Rudd Williams, supervisor, Cumberland County Schools, Fayetteville, N. C., or Mrs. Nora Evans Lockhart, principal, Crosby-Garfield School, Raleigh, North Carolina.)

NORTH CAROLINA COLLEGE AT DURHAM

Durham, North Carolina
The 1967 Summer School

THE SIX WEEKS SESSION — June 26—August 5

Special Six Weeks Program in Reading
Speech Education Workshop
Special Six Weeks Intersession of Regular Graduate Courses

THE NINE WEEKS SESSION — June 12—August 5

1. Undergraduate courses for entering Freshmen and Upperclassmen, leading to the Degree of Bachelor of Arts; Bachelor of Science, Bachelor of Science in Commerce; Bachelor of Science in Home Economics; Bachelor of Science in Public Health Nursing.
2. Graduate and Professional courses leading to the Degrees of Master of Arts; Master of Science; Master of Education; Master of Library Science; and to Certification.
A highly trained faculty.
A planned cultural and recreational program.
A beautiful campus in a progressive community.

MR. WILLIAM JONES, CHAIRMAN
INTERIM COMMITTEE

CECIL L. PATTERSON, ACTING DIRECTOR
SUMMER SCHOOL

For Summer School Bulletin and other information write the Acting Director, North Carolina College at Durham, Durham, North Carolina 27707.

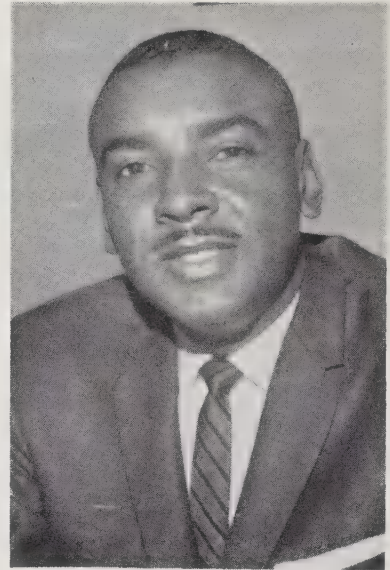
Palmer Chairs NCOSTA



E. B. Palmer

E. B. Palmer, executive secretary of the North Carolina Teachers Association was elected to the chairmanship of the National Council of Officers of State Teachers Association (NCOSTA) in Atlanta, Georgia. In a two-day conference at the Headquarters of the Georgia Teachers and Education Association in Atlanta. Palmer was selected to lead the 120,000 member organization succeeding Mr. J. K. Haynes, executive secretary of the New Orleans Education Association. Dr. H. E. Tate of GT & EA was selected to serve as Vice-chairman with Walter E. Solomon, executive secretary, Palmetto Education Association, S. C., as secretary-treasurer.

In addition to the above position, Palmer is the first Negro to serve as National Chairman of the Committee of Educators for Human Rights. He is on the State Advisory Committee for Project Scope; the Teacher Education and Professional Standards Committee of the State Department of Public Instruction; The State evaluator for the TEPC Commission of the NEA



H. E. Tate

for the year of the Non Conference; State Staff Contact and trouble shooter for the Professional Rights and Responsibility Commission, NCTA among many other responsibilities.

The son of C. M. Palmer, Sr. of Durham, Palmer brings one more laurel to the North Carolina Teachers Association with this recent appointment.

Dr. Tate is currently serving as the first Negro on the Atlanta city Board of Education. Tate was not permitted to be seated on the board after receiving a majority of the votes by a technicality which a lower court had already ruled on. After a second court fight, aided by the Legal Defense Fund and others, which cost nearly \$6,000, Dr. Tate was finally seated on the Atlanta Board of Education.

The NCOSTA group met in Atlantic City, New Jersey, the week of February 10-15, 1967, and will meet at the Hammocks Beach on the weekend of June 17, or 24, 1967.

The Curriculum Laboratory

There is no agency more important and more significant in the preparation of elementary and secondary school teachers than a well stocked, purposely organized, and expertly administered curriculum laboratory. It should be organized and planned on the basis that the prospective teacher of today and tomorrow must have sources of helpful information and insights that will give her strength and competence necessary to keep in tune with a society of rapid change. Her knowledge of her area of specialization and field of concentration must contribute most vitally to her education, and to her growth as a person well qualified to stimulate children to synthesize concepts and understandings.

The curriculum laboratory, through its many courses of study and materials in elementary and secondary school subjects, offers a rich background of information for the prospective teacher who is searching for new approaches and innovations in methodology operating in the most progressive school units in the United States. It is generally agreed that student teachers grow faster when they are exposed to a multiplicity of textbooks, research materials, pictures, reference books, pamphlets, audio-visual aids, and other teaching materials and resources necessary to meet the classroom needs and interests of children at a time when today is rapidly becoming tomorrow.

By Nelson H. Harris, Ph. D.
Director of Student Teaching
Fayetteville State College
Fayetteville, North Carolina



The curriculum laboratory gives students numerous opportunities to explore, manipulate, read, experiment, modify ideas, discover and use their creative thinking abilities for self enhancement and for deep reflection on values which will inevitably assist in providing the motivation, knowledge, and competence required for effective performance as student teachers and as regular public school teachers.

The curriculum room materials give prospective teachers a view of the revolution in knowledge and instructional procedures that is taking place in American public schools and in schools of other countries. Ma-

terials are available to students in programmed learning, new approaches to reading and phonics, new mathematics, and science, foreign language education investigations, and experimental studies and projects representing many aspects of learning and teaching. For example, through research in the curriculum room students may become knowledgeable of such projects as the M.I.T. Studies in Physics, the University of Illinois Studies in Mathematics, the College Board's Commission on Mathematics Studies, the School Mathematics Group Studies first centered at Yale and now at Stanford, studies supported through grants from the National Science Foundation and the United States Office of Education in areas like the social studies, the humanities, and mathematics and science.

It is hoped that broad and meaningful exposure to such studies projects, and materials will give students the insight and vision to display a variety of techniques and will develop in them the desire to search fervently and continuously for better approaches to student growth and self advancement as they proceed with their college studies and their student teaching activities.

This facility is designed not only to help students preparing to be teachers, but to serve as a source of inspiration and knowledge for the entire college and public school community. Those in the subject matter disciplines, and those who teach the special

method courses and other professional subjects should find this room to be a rich source of information for their course work, since it is here that they may have access to current information, teaching innovations, audio-visual aids, evaluative materials, and a well chosen collection of books, magazines, and pamphlets for children of all ages, and intellectual, emotional, social, and socio-economic levels. An open door policy on the part of the college or university would likewise help to provide public school teachers with the insights, the relationships, the motivations, the identity, the skills, the knowledge, and the challenge to keep moving upward in a spirit of complete dedication to the pursuit of excellence in classroom performance and school and community growth.

Fayetteville State College is a concrete example of how an institution with the solid backing of its administration, coupled with the dedicated efforts of a few faculty members and students, is building a curriculum laboratory that is serving the college family and professionals of the area in a most helpful and commendable manner. The facility has grown in magnitude and richness within a relatively short period from a few hundred books and materials to several thousand books and hundreds of bulletins, pamphlets, magazines, and courses of study. In addition, the College cannot give too much recognition to numerous publishing companies, the North Carolina State Department of Public Instruction, other state departments, local public school systems, graduates, and friends from many sections of the country for their many contributions and their pledges to continue to help the College maintain a quality curriculum room.

Totally New . . .

EXPERIENTIAL DEVELOPMENT PROGRAM

for ages 4 - 6

HERE IS A TOTALLY NEW "READINESS" PROGRAM for the child who may be starting in Nursery School, Head Start, Kindergarten, or the beginning phase of Grade One. It introduces the child to his school environment, broadens experience, develops oral communication skills, and builds basic social studies concept. The program is structured for use with the immature, average, and advanced child. Therefore, it is well suited for use with children from various cultural backgrounds.

The Experiential Development Program consists of:

3 Teacher's "Big Books" (each 22" x 14½"):

- You and Your Family
- You and Your Friends
- You and Others

Each contains childlike illustrations that are shown to the class, with questions, plus suggested activities of things to talk about, to do, to read, to sing, to say.

3 Pupil's Activity Books personally involve the child in the subjects.

AT THE STATE MEETING

visit the Benefic Press booth and meet our representative:
Fred Arrowood, P. O. Box 368
Bessemer City, N. C. 28016

Probe, ask, inspect — find out if the new programs from Benefic fit your curriculum needs — we're certain they will!

If you can't visit the Benefic booth, write for Bulletin B-98 describing the Experiential Development Program.

Benefic Press

1900 N. Narragansett Ave.

Chicago, Ill. 60639

**SUPPORT LIBBY KOONTZ
IN HER CAMPAIGN FOR
THE OFFICE OF VICE-PRESIDENT —
PRESIDENT-ELECT NEA**

Design for Facing the Front

Dr. Annie L. Richardson

Professor and Acting Head, Biology Department

Saint Augustine's College

In 1960 James W. Rouse started work toward a design for a proposed new city, Columbia, Maryland, a city lying midway between Baltimore and Washington. Such a plan was not to direct man's growth but to provide for it. By careful planning and a design to make people a part of the city in eliminating loneliness and irresponsibility, the city can witness tremendous growth and by 1980 can have as many as two million people. It is evident to Mr. Rouse that unless people are interested and give support to the city, the city will not grow but will be lost; but if they are interested and will support it, it will become one of the largest of its kind: beautiful and ideal.

A paradoxical situation exists with us today, not particularly as a city alone, but our total environment. We are faced with a front, a front in which we need to construct a design to face it. Let us consider the front. Our front is one of scientific and technological development, which has brought on a front of social and political changes, crime and lawlessness, building of false values, political spoils and corruption, and a front of war, fears and individual strife. The total picture reveals in many instances that man is out of focus or becoming so. What design could we use to change the picture and provide relief? To my knowledge the best design is *Education and Spiritual Uplift*.

Now let us consider education: we are living in an age



of machines, computers, television, satellite, rapid transportation, and other scientific developments. Whereas we used to travel mostly on land, we have taken to air travel and now at 17,000 miles per hour, we are giving up air travel for orbit travel which is even getting greater. We have increased bombs from 20 tons to the Hiroshima bomb of 20,000 tons, to the hydrogen bomb of 20,000,000 tons, and today the largest hydrogen bomb contains 100,000,000 tons of TNT and there are so many that they could wipe out life on this planet. With such advancement the only way we can stay abreast or exist in such a society, we will have to seek an education or be swallowed up with this advancement.

Education itself, frees us from physical bondage and through education we can see

an end to poverty, for man can secure jobs. Whereas man once earned a living by the sweat of his brow, machines are doing the work now, and it requires an education to run most of these machines.

However our present day education, nor our proposed education is adequate enough to meet the demands of this space age according to Ernest Melby. Even if we improve the present education, we would not meet the needs. We actually need a new education, an education that would meet the needs of the public.

Since October 1957, when the first Sputnik was shot into space, we have devoted our attention to academic selectivity and so-called "tough standards". The results are that our present day education has become worthless to our society. Our aims in selectivity have caused high schools to miss their purpose and prepare students for college and the more select college, rather than provide a general education. Universities are not considered excellent unless they admit only the brilliant, even though they may not teach them well after securing them. Standards of admittance are set up on grades and verbal intelligence which have caused high school students to compete for rank and college students to fight for grades rather than an education. Because some students cannot keep up with this pace, they have become drop-outs and the unemployed, which

make for crime, delinquency and restlessness, as expressed by Melby, and a matter I will discuss later.

Even though this be the case now, we still need an education for scientific and technological development have put a demand on us for an education. Some of the outgrowths of this development have produced, however, another front, the front of crime, lawlessness, war, fears, and individual strife, which all have formed a demand for the second part of the design, *Spiritual Uplift*.

We need more and more today a spiritual uplift to cope with and conquer our problems. This spiritual uplift should consist of two major things: love, and faith through courage.

When I speak of love, I do not refer to love for a spouse or a love that a child has for a mother or a sister or a brother, but love through service and concern for others or our fellowman. I refer to the type of love exhibited by Albert Schweitzer, a 1952 Nobel Prize winner, a doctor by profession a missionary, a musician, a theologian, and yet with the many talents, he devoted his life to service by helping the people of French Equatorial Africa. I refer to the type of love shown by Thomas Dooley, even though sick with cancer, refused to stop rendering service to people of Laos and nearby countries. I refer to that of Medgar Evers, a man who continued to give service to the poor and underprivileged Negroes who were kept in bondage, and although he was threatened many times and even felt his death, he refused to stop. Then there is the love exemplified by Florence Nightingale, who died from illness and overwork of the strain of service rendered to soldiers of World War I. All of these persons had love for their fellowman and expressed it through service.

Then there are those who have expressed love through concern for others. Such love was possessed by Mohandas Gandhi, who fasted many times, so that the people of his country could have freedom; and Harriet Tubman, born a slave, escaped to the North and devoted her life to lead 300 other slaves to freedom through the Underground Railroad, and who also spied behind the Confederate lines to help the Union Army during the Civil War. This is love, a love we can exhibit ourselves.

We can exhibit our love to combat one of our greatest fronts; crime and lawlessness. It is estimated that every child involved in crime in the United States cost us 75 million dollars in damage and court costs and that there are 24 thousand teen agers today who are potential criminals because they lack direction and responsibility. This is expensive and shows a need for a plan to prevent this and to help these people. Love through service and concern will conquer such a front.

The other portion of the spiritual uplift is faith, a type of faith that is expressed through courage. This is the type of faith that was shown by the biblical character, Abraham, who showed faith through courage by going to the land of his inheritance, and by being willing to offer Isaac for a sacrifice to God, even though this was his only child and a child he had waited most of his life for. Then there was Moses who led the children of Israel from bondage through the wilderness and through many other obstacles they encountered on their journey to the Promised land. This was courage, and so was it when John F. Kennedy was willing and even went to Texas aware of the tremendous danger he faced; and

Martin Luther King, when he led many marches in the south, especially the ones in Birmingham. Do we have this type of courage or are we like the people of New York who gave in to fear when they saw, as well as allowed a young girl to be stabbed to death when they could have helped?

We have a front, a front of fears, we fear communism, political uprisings, and we have even become victimized by the rise of fear organizations, such as Ku Klux Klan; but there are those who have faith and courage. The Negro voters in Alabama, Mississippi and Louisiana have courage and it is this courage that is putting Negroes in political offices in Georgia and a Negro Sheriff in Tuskegee, Alabama. These people are conquering this front by developing faith and courage.

Now that I have pointed out the need for a design of an education and a spiritual uplift in the form of love through service and concern for others, and faith through courage, what design can a group follow? A group can establish service centers, so they will be able to supply or supplement the education of today. Such centers could keep our youth occupied with work and offer them activities which at the same time would build initial courage and faith within these individuals, and would progressively grow into more courage. The centers would allow us as individuals to give our services and at the same time we, unwaveringly, would develop in us the characteristics that we are attempting to develop in the youth; thus, making it true "in saving others, we save ourselves."

Education, love through service and concern for others, and faith through courage are our design, a design for facing the front, the front of scientific

and technological change, a front of crime and lawlessness, a front of fears and individual strife. Like the design for the city, unless we are interested and give support, we are lost, but if we are interested and do give support, we will grow — grow like the city, and become beautiful and ideal.

* A speech made at morning services of St. Ambrose Episcopal Church in commemoration of the Thirteenth Annual Founders Day Celebration of Alpha Theta Omega Chapter of Alpha Kappa Alpha Sorority.

NATIONAL LIBRARY WEEK

April 16 to 22

1967

A CAREER AS A CHICAGO TEACHER

Excellent Salary
Liberal Pension Plan
Paid Sick Leave
Tenure After Three Years

Promotion From Within
System
Professional Growth
Opportunities For
Additional Income

For information on certification and employment procedures

Write to:
Director
Teacher Recruitment
228 N. LaSalle Street
Chicago, Illinois 60601

SUGGESTIONS
we hope prove useful.

SHADE TREES for the future



Here's a happy project which teaches value of trees and helps take away starkness of modern school yards.

The pleasure of planting and the pride of watching a tree grow throughout a child's grade school life can begin by first grade.

- Each class with its own tree adds a permanent record of beauty, and leaves a valuable memento of its years in the school.
- To thrive, this project needs a continuing committee maintained by parents, teachers, and students interested in Tree Project.
- First step to undertake a class tree project: simply send a letter to your State University Agriculture Dept. or consult your State Forester in Conservation Dept. on kinds of trees suitable for your area, how to plant, etc. In many cases, they may even provide young trees for planting.
- Some kinds of trees will have substantial growth show before a

class reaches 6th or 8th grade. Tree sketched is a white ash, chosen because it grows fast, is a good shade tree, flourishes well in all parts of the U.S.

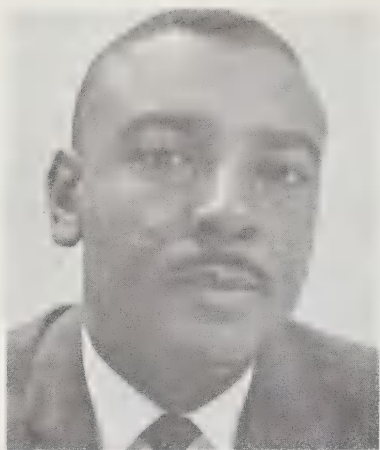
- When a tree is chosen, select a site at playground's edge, near school. Class shares pending new, growing tree. Each tree has a class plaque for all to see.
- Class interest in trees will extend to forests, how trees are a part of every day living—lumber for building, wood for furniture, wood pulp for paper. Uses for trees are endless, but supply is being renewed, restored, protected. Children will be interested in many varieties of trees of U.S.

FOR FREE TEACHING-AID BOOKLET ON FOREST and TREES, full-color maps and charts for classroom use, write AMERICAN FOREST PRODUCTS, INC., 1835 K St., N.W., Washington, D.C. 20006.



always tastes so good!

The lively flavor of delicious Wrigley's Spearmint Gum freshens the mouth. Gives you a little lift, too. And the chewing helps you to relax.



Thoughts on Merging Education Associations

By HORACE E. TATE, *Executive Secretary*
Georgia Teachers and Education Association

A decade ago two state-wide education associations were functioning in at least 16 Southern states. Today reports show that nine Southern states have two functioning statewide organizations. To one who is an educator with no direct responsibilities for directing or implementing the program of these associations or to one who has only a layman's interest in associational matters, the unification of two state-wide associations into one state-wide association appears to be progress and, therefore, good. Maybe it is. For those who direct education association activities, the curtailment of services, representation, influence, and responsibilities that were in evidence before "unification" have brought forth a realization that "unification" of two associations is not what is really taking place, but "elimination" of the association formerly directed by Negroes. This, too, may be good. However, many feel it is bad.

When one begins to realize that 346 years of operating under a system and culture in which the customs, traditions, and mores dictated the ignoring and elimination of the Negro, one can begin to understand that "merging," "unification," or "integration" of two state-wide education associations should in no sense of the word deny representation, services, an opportunity for influence or an opportunity for responsibilities for members of the two previously established associations. The practicing or enforcement of any philosophy or concept which utilizes "elimination" as its major thesis defeats the real purpose of unification. Such a concept can only harm the total education profession in the end. But very few, if anyone, can deny that the aim of many, who are administrators or executives of associations that have previously served all white members, is not to merge, unify or integrate with the association directed by Negroes but to eliminate them. To me this will not mean "integrating" but "outergrating."

"Mediators" or "Joint Committees" charged with the responsibility of bringing two state-wide education associations together must understand and operate under a premise that "it

is not enough just to get the two groups together, but they must be gotten together on an equitable, dignified and admirable basis." To exclude this premise is to do harm in the negotiating process.

Throughout this country many Negroes have for over three hundred years opposed many efforts on the part of many who continue using the "paternalistic" attitude and approach on them. Yet those who practice it fail to understand the opposition to the paternalistic approach. An American ideal is not "fatherism," but rather, "childrenism." "Fatherism" is the concept practiced by God on all of his children, but those of us who inhabit this planet are God's children and not God Himself. Those with acquired and delegated authority would do well to practice to concept of "childrenism."

There is no merging, unification, integration or consolidation of education associations when the minority group association "goes into" the majority group association. I feel certain that most people know this and especially do educators know and understand it. Even my ten- and fourteen-year-old daughters, Horacina and Velosia, understand it. They know and understand the difference between contributing, from their monthly allowance, to a birthday gift that *we* purchase for their mother as opposed to a gift that *I* purchase. Even though I tell them that the gift which I purchased for mother, is theirs also, they know that they did not contribute. They also know the difference in my going into their room, their coming into mine, against our visiting the room of a third party. Am I to believe that they are more mature at ages ten and fourteen than educators who have studied, administered, supervised, researched or taught.

Visiting one's restaurant to purchase and eat his ham and eggs, is one situation, yet visiting "our" restaurant to purchase and eat "our" ham and eggs is another situation altogether.

A "merged" education association must be "merged." This means an "our" association and not a "your" association. To my knowledge there has been only one association that has utilized

the "our" approach and this was not done by any association on a state level.

Every state in which two state-wide education associations have come together, has had this coming together because the minority group associations agree to subside, eliminate, vote to disband or just plain stop functioning. When this is done the majority group association is pleased, satisfied or happy. Such thinking is unfortunate but easily understood. What first- or second-ranked football team is not jubilant when either, post-season bowl bound, eliminates itself from consideration. In such a case no one ever knows whether the better team participated in the bowl game.

Of course, merging of associations does not mean ceasing to function, being eliminated, voting to disband or subsiding. It means the bringing together of the two state-wide associations while recognizing that both were influential, serviceable, held a significant place in the societal structure and above all were important to those whom they served. The "merged" association must lose none of the vigor, vitality, enthusiasm, influence, and significance possessed by the two previous associations. To the contrary the merged group must be "more of everything" than the two associations are or were before they merged.

Every merger plan for education associations that I have studied calls for the eventual elimination of the minority group members from position of influence. Some plans call for immediate elimination or elimination over a three-to-five year period. Whatever the scheme, elimination is the objective.

No state-wide education associations that have "come together" under the disguise of "merging," "consolidation," "unification" or "integration" have ever accepted the minority group state-wide officers or executive secretary as the officers or executives of the newly merged association. To the contrary every officer, succeeding officers and executive secretary of the majority group association have been utilized.

In not one case has the name of the supposedly newly formed association taken the name of the minority group association, nor has the name been utilized as a part of the newly formed association. To the contrary all of the "newly formed," "merged" associations just happen to retain the name of the majority group association. "It is the best name," some say. If my child's name is Marie and your child's name is Joan, is "Marie" better than "Joan"?

It was at the National Education Association meeting held in St. Louis in 1959 that I stood and declared during an open hearing of the resolutions committee that, "removal of racial restriction clauses from an association's constitution is not the real issue, neither is accepting minority group members into another association the issue, but that the real issue is *merging* of the two existing state-wide education associations." That statement is as true today as it was in 1959.

It is my firm belief that one state-wide education association can, if properly designed, mean much to the educational progress of the states now possessing two associations. However, this statement holds true only if the "one" association's policy and practices breed inclusiveness, representation, services to all and an air of "ourness." An association possessing less than this kind of philosophy may surfacely succeed but basically is doomed to ultimate destruction.

Presently, there are 59 state education associations in this country. Eighteen of the 59 are located in the South. With the exception of the Arkansas Teachers Association all of the other eight associations now under the control of Negroes have more members than will be found public school educators in Alaska, Delaware, Hawaii, Idaho, Maine, Montana, Nevada, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, Vermont, and Wyoming. If mere numbers is a valid indicator of a good program then I must assume that at least eight minority group associations foster better programs than fourteen other State associations. Of course, numbers are no valid indicator. But, of course, one must realize that nine minority group associations do have programs. Some programs must be superior to programs of associations in other states and some, no doubt, have programs that are inferior to programs of association in other states. Of course, all state associations have programs that are superior or inferior in some respects to other state association programs. In finality, what one must realize is that associations that are negotiating "merging" must accept all facets of both associations' programs and weave them together to secure a real "merged" association.

Merging, consolidation, unification or integration of education will not mean that one association subsides, annihilates, eliminates or ceases to function, but that the *two* merged associations, not just *one*, be in evidence in the merger.

To do less or otherwise means that educators, *themselves*, will fail to utilize a vital aspect of the democratic process. Can educators afford this? Can merging be less?

Merger Of Va. Teachers' Associations Complete VTA'S \$167,500 ASSETS TURNED OVER TO VEA

Legal papers have been signed and delivered in the unification of the Virginia Teachers Association and the Virginia Education Association, it was announced recently.

Fitz Turner, VTA president and principal of James S. Russell High School, Lawrenceville, and Dr. J. Rupert Picott, former executive secretary and now adviser-consultant, declared that they were "highly pleased" with the amount and size of the present assets of the Virginia Teachers Association. Total VTA assets amount to about \$167,000.

The assets include almost (subject to audit) \$18,000 in cash. A check for \$15,000 of this amount has been sent to the VEA. Approximately \$3,000 is being reserved for payment of certain known bills not yet received, but due in January and for unanticipated contingencies or later transfer.

Title to new (three years old) office furniture valued at cost — \$15,000 and debt free, has also been transferred. Clear title (debt free) to equipment valued at between \$7,500 and \$10,000 and supplies are also part of the transfer.

Formal title to the new VTA building, constructed in 1963 and located at Fourth and Clay streets adjoining in the proposed Richmond Civic center area, and conservatively valued at \$200,000 has also been conveyed to the unified Virginia Education Association. The mortgage on the VTA building is now only about \$6,000, leaving a building asset transferred of approximately \$130,000.

President Turner and Dr. Picott added in a letter of transmittal to the VEA that "in view of the heavy drain of closing out operations of our almost 80-year-old Virginia Teachers Association, we believe that the cash and other assets tendered to the unified teachers organization to be substantial and unprecedented."

Reprint—Journal & Guide 1-14-67

EDUCATION LEGISLATION WHICH EXPIRES IN 1968

1. P.L. 874 (Financial Assistance for Local Educational Agencies in Federally Affected Areas) (category "B").
2. P.L. 89-10 (Elementary and Secondary Education Act of 1965, as amended)
 - Title I — Financial Assistance to Educational Agencies for the Education of Children of Low-Income Families
 - Title II — School Library Resources, Textbooks, and other Instructional Materials.
 - Title III — Supplementary Educational Centers and Services
 - Title V — Grants to Strengthen State Departments of Education

- Title VI — Education of Handicapped Children
- Section 706 — Dissemination of Information
- 3. P.L. 89-329 (The Higher Education Act of 1965)
 - Title I — Community Service and Continuing Education Programs
 - Title II — College Library Assistance and Library Training and Research
 - Title III — Developing Institutions
 - Title IV — Student Assistance
 - Part A—Education Opportunity Grants
 - Part B—Guaranteed Loans
 - Part C—College Work - Study (Title I-C of the Economic Opportunity Act)
 - Title V-C — Teacher Fellowships
 - Title VI — Financial Assistance for the Improvement of Undergraduate Instruction
- 4. P.L. 89-287 (National Vocational Student Loan Insurance Act of 1965)
 - Sec. 3 — Advances for Reserve Funds of State and Nonprofit Private Loan Insurance Programs
- 5. P.L. 85-864 (National Defense Education Act of 1958)
 - Title II — Loans to Students
 - Title III — Financial Assistance for Strengthening Instruction in Science, Math, Modern Foreign languages and other Critical Subjects
 - Title IV — National Defense Fellowships
 - Title V — Guidance, Counseling, and Testing
 - Title VI — Language Development
 - Title VII — New Educational Media
 - Title X — Section 1009, Statistical Services
 - Title XI — Institutes
- 6. *P.L. 88-210 (Vocational Education Act of 1963)
 - Sec. 13 — Work - study Programs for Vocational Education Students
 - Sec. 14 — Residential Vocational Education Schools
- 7. P.L. 89-209 (National Foundation on the Arts and Humanities)
 - Sec. 5(c) Establishment of National Endowment for the Arts
 - 6(a) Transfer of the National Council on the Arts
 - 7(c) Establishment of National Endowment for the Humanities
 - Sec. 12 *Financial Assistance for Strengthening Instruction in the Humanities and the Arts*
 - Sec. 13 *Teacher Training Institutes*

* The authorization of \$225 million is actually a permanent authorization (FY '67 and each fiscal year thereafter.) However, the authorized levels off after FY '67. Section 12 of the Vocational Education Act of 1963 provides for a report of the Advisory Council on Vocational Education to be submitted to the President and the Congress *not later than January 1, 1968.*

NEA Executive Committee

The Executive Committee of the National Education Association in its midwinter meeting at Atlantic City, Feb. 10, spelled out conditions of merger for those state affiliates in the South which may still have dual associations as of June 1, 1967.

Four states — Florida, Tennessee, Texas, and Virginia — have already merged in compliance with NEA mandates of 1965 and 1966. Seven states — Alabama, Arkansas, Georgia, North Carolina, South Carolina, Mississippi and Louisiana — have not yet fully met all requirements of the NEA directives.

Under the unanimous resolution adopted Feb. 10, which was later unanimously supported by the 100-member NEA Board of Directors, those state associations which will not be merged by June 1, 1967 must submit to the Executive Committee by May 1, additional written evidence of their jointly developed and jointly approved arrangements for producing merger.

These materials must include the following topics with a schedule of target dates for action: name of new association, staff, officers, assets and liabilities, local affiliates, representation, committees and commissions.

According to NEA President Irvamae Applegate of St. Cloud, Minn. who presided at both the Executive Committee and Board meetings, the Executive Committee will meet in Washington, D. C., May 21-22 to evaluate the evidence. Between that date and June 1, the Executive Committee will institute disaffiliation

proceedings in those states where a merger has not consummated, or a merger plan satis-

factory to the Executive Committee has not been jointly approved.

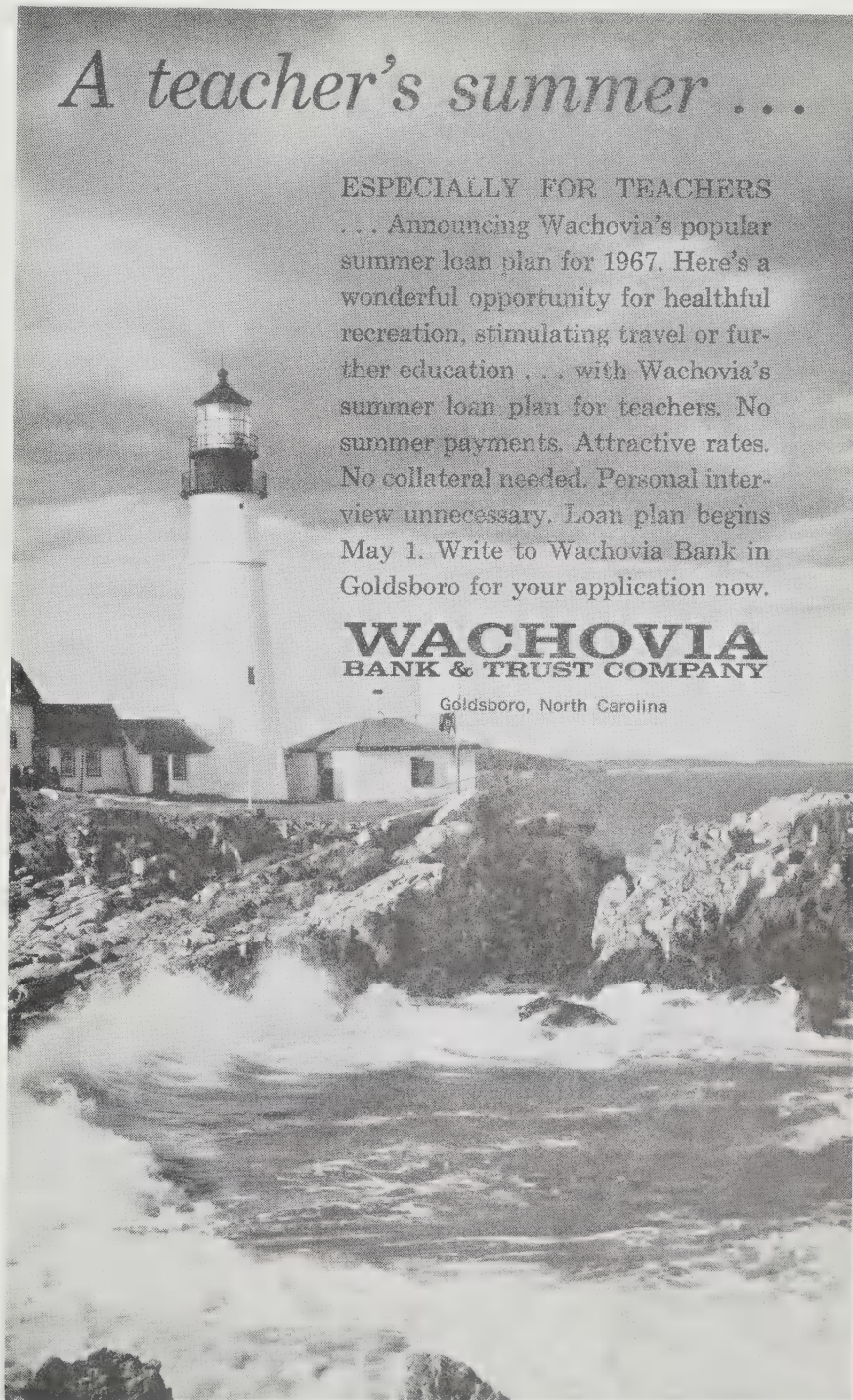
A teacher's summer ...

ESPECIALLY FOR TEACHERS

... Announcing Wachovia's popular summer loan plan for 1967. Here's a wonderful opportunity for healthful recreation, stimulating travel or further education ... with Wachovia's summer loan plan for teachers. No summer payments. Attractive rates. No collateral needed. Personal interview unnecessary. Loan plan begins May 1. Write to Wachovia Bank in Goldsboro for your application now.

WACHOVIA
BANK & TRUST COMPANY

Goldsboro, North Carolina



Legal Defense Fund Projections for 1967

THE OVERVIEW

Legal Defense Fund lawyers in 1967 will engage in three types of efforts:

(1) Enforcement of settled law, for example, the right to attend school or to be admitted to a hospital without regard to race.

(2) Establishing new civil rights precedents in the courts. For example, we have cases seeking a court ruling that real estate boards are in interstate commerce under the antitrust laws (*Bratcher v. Akron Board of Realtors*), which would put beyond question the constitutional basis for passage of a national fair housing bill; seeking enforcement of provisions of the urban renewal laws (Pulaski County, Tennessee, petition, see N. Y. TIMES, December 23, 1966), which will prevent them from being enforced, as too often they have, as "Negro removal" programs; continuing a campaign which seeks to persuade the courts to outlaw capital punishment for rape in the southern states where the penalty is applied with unequal incidence upon Negroes (*Maxwell v. Bishop* now pending in the Supreme Court); pushing through the courts lawsuits enforcing Title VII (the Equal Employment Opportunity provision) of the Civil Rights Act of 1964, to clarify it by judicial interpretation so that it can be used effectively.

(3) Launching a new legal campaign to make precedents in the courts on issues of poverty law, such as welfare, slum housing, public housing, consumer

frauds, migrant labor, and the rights of the indigent in criminal prosecutions.

1. Enforcement of Existing Rights

The United States Court of Appeals for the Fifth Circuit on December 29 handed down a decision in seven key lawsuits seven months after argument, which establishes the foundation for next year's school desegregation litigation. School cases in the Fifth Circuit have been at a virtual standstill while lawyers waited for its pronouncement in these lawsuits. The Court held that court-recorded desegregation plans must measure up to standards prescribed in the desegregation guidelines of the Department of Health, Education and Welfare.

Every major city in the South is under a court order and many small towns and rural areas are under court orders as well. These orders generally require less than HEW has prescribed. Because HEW guidelines have a court-order exception, i.e., the Department will not require a school board to do more than does a court order entered against it, school boards which were sued between 1954 and 1964 have been insulated from the HEW guidelines. This will affect every major city in the South and other areas in which the major part of the Negro population in the South lives. We now will reopen most of our 175 school cases to bring them up to HEW standards. At the same time we will urge upon HEW that there

is no longer any reason for it to maintain the court-order exception and that it should now enforce desegregation in those communities.

While the school, hospital, and employment issues remain the subject of the largest number of lawsuits, we will try to process as many of these kinds of cases as possible through administrative agencies, i.e., HEW and EEOC. Wholesale administrative implementation is the only way to do the total job effectively. Unfortunately, inadequacy of appropriations for federal enforcement throws too heavy a burden on the private civil rights lawyer, which for practical purposes means the Legal Defense Fund.

2. The Fund is trying to make precedents in the courts on a number of civil rights issues and poverty law issues which often overlap.

(a) The principal stated opposition to the Fair Housing Bill of 1966 was Senator Dirksen's claim that he believed it to be unconstitutional. While it is generally recognized that in substance the opposition was based upon what many believed to be the unpopularity of the substantive proposal, many public officials find it unrespectable to take that position.

(b) The new year will see formal litigation, for the first time, against local public housing authorities which practice discrimination in the relocation of Negroes in connection with urban renewal projects.

The U. S. Department of Housing and Urban Development has already received a complaint from us, calling for the halt of urban renewal funds for Pulaski, Tennessee. That complaint is the last administrative step before litigation.

This will be a national drive. The suits will fall along two general lines: those which seek

to halt entire urban renewal projects, and those which seek to enforce nondiscriminatory relocation of former residents.

(c) The case of William L. Maxwell, a 26 year old Arkansas Negro sentenced to death for the rape of a white woman provides our first opportunity to utilize before the Supreme Court results of a mammoth survey on capital punishment for Negroes in 225 counties in eleven southern states.

That case is now before the Supreme Court. All told, we have 18 such cases in which certain constitutional issues have been or will be raised at the opportune time. The question presented is whether the death penalty is discriminatorily applied against Negroes in violation of the equal protection clause of the Fourteenth Amendment; and, whether the death penalty is cruel and unusual.

Laws now on the books of most of the deep South states covered by the survey make death mandatory in rape cases unless the jury, by majority vote, recommends mercy. A court, in such cases, may impose a life sentence or a lesser term. Where a plea of guilty is entered, the judge has full control over the sentence and may give anything from probation to death. The first decision as to life or death comes from the jury or judge. It is, in any event, apparent that southern states have greatly reduced the risk of death for the white defendant, whereas the Negro defendant still runs a high risk of hearing the death penalty pronounced against him.

(d) Employment cases constitute a major enforcement problem. The Fund now has 30 pending, virtually all such cases now in the courts. The campaign cannot really move effectively, however, until numerous ambiguities in the statute

are resolved in the courts. We now have cases pending on such questions as: What constitutes exhaustion of all administrative remedies before the EEOC? What is the proper time, following a finding of reasonable cause by the Commission, within which a case must be filed in court? What is a proper class action under Title VII? What is the obligation of a federal court to appoint a lawyer for a person who complains of employment bias? The defendants in such cases are major steel, textile, tobacco, and other manufacturing and retail corporations. The principal substantive issue which the courts have not yet grappled with, but which they must resolve, deals with seniority. Where Negroes and whites have either by contract or custom been kept in separate lines of seniority, difficult questions arise concerning how to merge those lines. 1967 will see court decisions on this question.

3. The National Office for the Rights of the Indigent

The Ford Foundation has made a grant of \$1,000,000 to the Legal Defense Fund to establish a National Office for the Rights of the Indigent, whose principal task will be to make precedents in the courts dealing with poverty law. We will work in conjunction with private practitioners, neighborhood law offices, and law schools throughout the country on this program. The Fund already has cases pending, some of which are now in the Supreme Court of the United States dealing with such questions. In *Thorpe v. Housing Authority of the City of Durham*, which the Supreme Court already has agreed to hear, the issue is whether a public housing authority may evict a tenant without giving any reason or hearing on the cause of eviction. It probably will be argued in March. The

Choose Tests Wisely

■ *The Sixth Mental Measurements Yearbook*, edited by Oscar K. Buros, is a unique and invaluable source of information on the merits and limitations of the hundreds of tests flooding the market; 396 specialists—educators, psychologists, and test technicians—have cooperated to make this encyclopedic volume available to test users by writing frankly critical reviews of numerous standardized tests for use at all age and school levels.

■ You will be amazed at the tremendous amount of information in *The Sixth Yearbook*: 795 original reviews by 396 competent specialists; the critical portions of 474 reviews of tests and books on testing from 84 journals; 8001 references on the construction, use, and limitations of specific tests; a listing of all tests in print; a bibliography of 527 books on testing; and author, journal, publisher, and title indexes.

■ *The Sixth Yearbook* is the most authoritative and most comprehensive source of critical information about tests of every description: achievement, aptitude, intelligence, and personality. Every person responsible for the selection and use of tests should consult this monumental volume. Published November 1965, 1752 two-column pages. A "best buy" at \$32.50.

■ Each new *Mental Measurements Yearbook* supplements rather than supplants earlier yearbooks in the series. *The Third* (1949, 1062 pages, \$18.00), *Fourth* (1953, 1188 pages, \$20.00), and *Fifth* (1959, 1321 pages, \$22.50) yearbooks are still available. *Tests in Print* (1961, 508 pages, \$7.00) serves as a master index to the contents of the first five MMY's. School systems mentioning this advertisement may obtain all five books, including the 6th MMY, at the special rate of \$90.00 for the set.

THE Gryphon PRESS

220 Montgomery Street
Highland Park, New Jersey 08904

issue is important because the type tenure of tenants in public housing adds elements of uncertainty to their poverty ridden lives that makes them even more difficult.

We have also pending on petition for writ of certiorari before the Supreme Court, a case that presents the question of whether in order to contest an eviction proceeding in the State of Georgia (similar laws exist in other states) a tenant must post a bond in the amount of double the rent likely to become due during the pendency of the proceeding. In the case before the Court, a tenant who paid \$17 a week rent was not permitted to present a defense to eviction that he had provided services for the landlord in lieu of rent pursuant to an agreement with the landlord, because he could not post a bond in double the amount of rent likely to become due over a period of six months. Poor people cannot have their day in court where affluent people can.

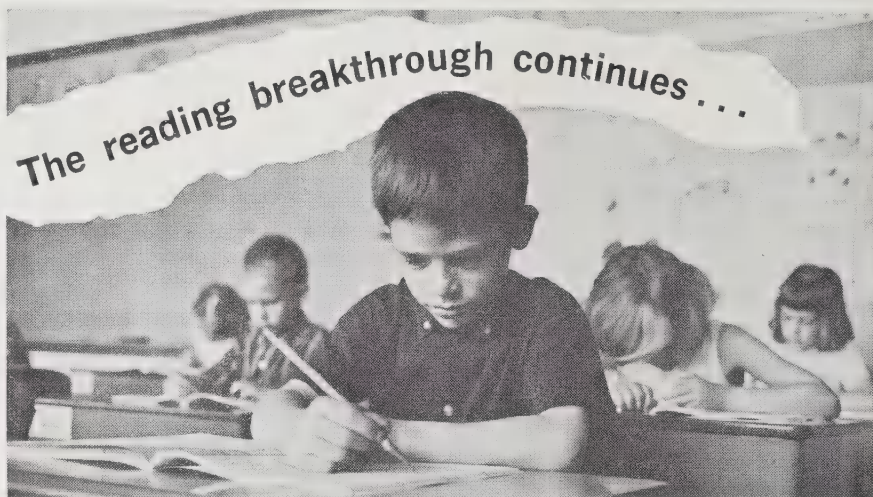
The poverty law campaign also already includes cases contesting the "man in the house rule," (in which aid to Dependent Children is cut off if the mother has a steady relationship with a man); the employable mother rule (Aid to Dependent Children is cut off if the mother can obtain employment); and other issues in the administration of welfare laws which we believe contribute to the deterioration of impoverished families.

We are also planning litigation dealing with excessive consumer credit rates, consumer frauds, the protection of migrant workers, and the rights of indigents to treatment in criminal proceedings that well-to-do defendants can afford, e.g., release on bail. Attention will be given to issues affecting Spanish speaking Americans and American Indians.

4. Lawyers Training Institutes

The number of civil rights lawyers in the South is extremely limited. The normal postgraduate means of professional development, taken for granted for white attorneys in the South, are denied Negroes and in any event do not involve instruction

in civil rights. In 1966, the LDF worked with 200 cooperating attorneys in the South. In 1967, as a result of the establishment of the National Office for the Rights of the Indigent (NORI) and a nationwide conference on legal services for the poor held at the University of Chicago Law School late in 1966, we will



Now... 36,000 classrooms are confirming the revolutionary results of PROGRAMMED READING

Results like these: Average beginners reading at third grade level after one year. Unprecedented class enthusiasm. And virtually *no* non-readers.

Rewarded by 95% correct responses, each child advances through Sullivan's

PROGRAMMED READING at his own rate, with growing confidence.

And, best of all, it lets *you* concentrate on the greatest part of teaching—individual instruction—without penalizing the rest of the class.

Find out why
**PROGRAMMED
READING**
is today's fastest
growing method of
teaching reading.
Send coupon today.



**WEBSTER DIVISION
McGRAW-HILL BOOK COMPANY**

MANCHESTER ROAD • MANCHESTER, MO. 63011

Please send me more information on
PROGRAMMED READING. (S48A37)

Name _____
Position _____
School _____
Address _____
City _____ County _____
State _____ Zip _____

be working with an additional 200 northern lawyers. Thus the field team of LDF and its subsidiary, NORI, will number nearly 400 in 1967.

To improve their training, we will run six "little law school" conferences in the major regions of the country. These conferences will give our lawyers training by a faculty of eminent law professors. We have and will publish legal treatises for our cooperating lawyers with up-to-date materials.

We are moving into an era of poverty law which in some senses is comparable to the civil rights law of the mid-1930's.

Legal problems of the poor which are widespread or national in scope require a national strategy. Recognizing that legal problems will be similar throughout the country, whether because of considerations of federal law or because of similar social conditions, we must make plans and furnish legal weapons to solve problems through the courts. The Institutes will be an important vehicle of this program.

Background: The LDF Today

Jack Greenberg is successor to Thurgood Marshall, now Solicitor General of the United States. He heads a staff of 20 lawyers and 400 cooperating attorneys working in every part of the nation. This staff is currently handling more than 400 separate cases and representing more than 13,000 individuals.

In 1966, the LDF represented, through 177 lawsuits in 13 states, the interests of two million Negro children in the South still confined to inferior, segregated schools — the same poor quality education that has made economic outcasts of their parents.

IN OTHER 1966 ACTIVITIES, THE LDF . . .

*sued for reinstatement of hundreds of southern Negro teachers arbitrarily dismissed following partial school desegregation. The LDF has already won reinstatement for teachers in Arkansas, North Carolina, South Carolina, Tennessee, and Virginia.

*challenged discriminatory practices against Negro patients or physicians in federally financed hospitals. Negroes are often placed in hallways to make room for whites, relegated to antiquated facilities, abused by hospital personnel.

*represented Negroes denied

jobs or promotion solely because of their race. Defendants are companies, trade unions, and employment agencies charged with violating Title VII of the Civil Rights Act of 1964.

*defended members of civil rights organizations and unaffiliated individuals who have been unfairly arrested in peaceful and constitutional protest actions against segregation and discrimination a total of more than 20,000 individuals in the past five years.

*has expanded its legal services to those caught in the cycle of discrimination and poverty in urban ghettos and rural migrant labor camps.



Insured Progress

The new HEATH SOCIAL STUDIES SERIES

Primer and Books for Grades 1-6
Ralph C. Preston, Senior Author

The *Heath Social Studies Series* is a complete program designed to acquaint pupils with America's history and heritage, as well as with the fundamental concepts in all areas of social science, including world geography, history, government, economics, psychology, anthropology, and sociology.

Examining topics in depth, the series builds responsible attitudes from the start, and encourages a sense of citizenship in the world community.

**D. C. HEATH
AND COMPANY**

670 Miami Circle, N.E.
ATLANTA, GEORGIA 30324
Representative: J. E. Craig

NCTA and NEA Aid Teachers



PALMER PRESENTS NEA CHECK FOR \$500 TO MRS. WILLA JOHNSON — E. B. Palmer, executive secretary, North Carolina Teachers Association, presents a check for \$500 on legal defense fees to Mrs. Willa Johnson. Mrs. Johnson sued the Board of Education of Halifax County following her dismissal as a teacher in Enfield. John H. Lucas, State NEA Director looks on.

E. B. Palmer, executive secretary, North Carolina Teachers Association, presented to Mrs. Willa Johnson, a former teacher of Enfield, a check for \$500 recently, as a payment from the National Education Association's Million Dollar Defense Fund, for legal fees in a case involving her dismissal as a teacher due to alleged political activities. Mrs. Johnson filed suit against the Halifax County Board of Education in 1964, following her dismissal.

The District Court had dismissed the case on grounds that there was insufficient evidence to prove that Mrs. Johnson was dismissed for racial reasons.

In June 1966, the Fourth U. S. Circuit Court of Appeals reversed the lower court ruling that Mrs. Willa Johnson was discharged primarily because her outside activities interfered with her teaching duties. Attorney Richard Morgan, National Education Association, released the text of a telegram as follows:

"Willa Johnson Case reversed and remanded to the District Court with instructions to enter as an order directing the school board to renew her contract for the next school year, and to determine her damages."

Elliot B. Palmer, executive secretary of the North Carolina Teachers Association served as consultant to the attorneys and investigated the case. Legal Defense lawyers involved in the lower court case were: Phillip Hirschkop of New

York; William Kunstler of Kunstler-Kunster & Kinoy, ESEA of New York; and Samuel P. Mitchell of Raleigh. Attorney Richard L. Morgan of the NEA carried the appeal to the upper court of appeals.

The NEA check for \$500 presented by Palmer makes a total contribution by the NEA to the Johnson Case of \$5,637.06. The breakdown is as follows:

1964	Subsistence	\$1,200.00
	Legal Expenses	1,000.00
	Subsistence	900.00
	Legal Expenses	600.00
1965	Court Reporter	150.00
	Legal Fees	380.00
	Legal Costs	407.06
1966	Legal Costs	500.00
	Cost for appeal	500.00
Total		\$5,637.06

The North Carolina Teachers Association invested in the Willa Johnson Case \$503 from the State Dushane Defense Fund as follows:

1965	Legal Fees	\$ 335.00
	Travel for Investigation	123.00
	Communication	
	and other expenses	45.00
Total		503.00

Another hearing will be set to determine how much of the \$250,000 exemplary damages, which Mrs. Johnson sued for, will be awarded her.

Root-Tilden and John Ben Snow Scholarships In Law To Be Awarded

PURPOSE

The Root-Tilden Scholarships are designed to aid young men who show promise of becoming outstanding lawyers in the great American tradition of public and community leadership by the bar. The scholarships are named for two distinguished graduates of New York University School of Law whose careers epitomized this tradition — Elihu Root, Class of 1867, and Samuel J. Tilden, Class of 1841. Both Senator Root and Governor Tilden were able advocates, wise counselors, leaders in the organized bar, distinguished public servants, and molders of public opinion.

The core of the Root-Tilden program is the rigorous legal education that New York University School of Law provides to all of its students. In addition, Root-Tilden Scholars participate in special seminars that are intended to develop their capacity for leadership and its attendant responsibilities. The Scholars themselves are also encouraged to develop programs looking toward public and community leadership. They have, for example, long conducted a series of forums on vital issues of the day.

Root-Tilden Scholars are provided with many opportunities to meet leaders of the bar and of public life. In addition, each Scholar is assigned a sponsor who is a practicing lawyer or jurist.

Because of the nature of the program, Root-Tilden Scholars are housed in Hayden Residence Hall, which is located on Washington Square.

STIPEND

The Root-Tilden stipend is valued at \$3,100 a year and provides, in addition to full tuition and fees (\$1,660), the sum of \$1,440 for living expenses. The Root-Tilden Scholar is also reimbursed at not more than the jet air coach rate for his actual expenses of travel to New York in the fall and to his home at the end of the academic year. The scholarship is awarded initially for one year. It is renewable for a second year and for a third year provided the Scholar maintains a cumulative scholastic average sufficient to place him in the upper third of his law school class and also receives satisfactory ratings in the special features of the Root-Tilden program.

QUALIFICATIONS

A candidate must hold, prior to the commencement of his law school training, a baccalaureate degree which is approved as a basis for law study by the New York State Education Department. If his degree is not so approved, he will be required to obtain a Law Student's Qualifying Certificate from the Education Department.

A candidate must rank academically in the upper quarter of his college class, and he must exhibit qualities of leadership and character that will enable him to become an honorable and effective member of the legal profession.

A candidate must, at the time his law school training is to commence, be a male citizen of the United States between the ages of 20 and 28. He must not previously have attended any law school. He must be unmarried, and may not marry during his first or second year of law school and retain his Root-Tilden Scholarship.

APPLICATION

A prospective applicant must submit to the Root-Tilden Scholarship Committee one copy of his official college transcript. If he meets the minimum requirements for the scholarship, he will be sent appropriate application forms which he will be requested to return completed to the Committee. Before his application will be considered, a candidate's docket must contain:

1. One copy of the School of Law application, accompanied by payment of the regular \$10 application fee.

2. Five copies of the Root-Tilden application, with four glossy, passport-size photographs attached.

3. Four copies of an autobiographical essay of approximately 500 words that provides significant information about the candidate's attitude toward the law and his aspirations for professional and public service.

4. Four copies of an official transcript from each college the candidate has attended. Such transcript should be mailed directly from the college to the Root-Tilden Scholarship Committee.

5. Four copies of a letter of recommendation attesting to the candidate's high moral character, his superior intellect and his capacity for public and community leadership. The letter should be written by a member of the faculty or administration of the candidate's college, preferably the president, dean or pre-legal adviser, and should be mailed directly to the Root-Tilden Scholarship Committee.

All candidates are required to take the Law School Admission Test. Arrangements to take this test should be made through the Educational Testing Service, Princeton, New Jersey.

SELECTION

Twenty Root-Tilden Scholarships are awarded each year on a regional basis, with two scholarships allocated to each of the ten numbered federal judicial circuits. For the purpose of the Root-Tilden competition, the District of Columbia is deemed to be a part of the Fourth Circuit.

A candidate may apply either from the state in which he resides or from the state in which he has received, or expects to receive, his baccalaureate degree.

The selection of Root-Tilden Scholars is made by a committee which usually consists of the chief judge of the United States Court of Appeals for the circuit, a distinguished representative of the business or professional community, a member of the faculty of the School of Law, and an alumnus of the Root-Tilden program. Each applicant appearing before the circuit selection committee will be reimbursed for his necessary transportation expenses.

Where warranted by the number of qualified candidates in an area, screening interviews may be held to determine which candidates will be certified to appear before the circuit selection committee. Each candidate will be expected to bear the costs of transportation to any screening interview.

Candidates who are serving in the armed forces overseas or who are studying abroad may be considered *in absentia*.

Circuit selection meetings are usually held in March. Candidates will be notified promptly of the results of the competition.

JOHN BEN SNOW SCHOLARSHIPS

Through the generous financial assistance of the John Ben Snow Foundation, ten John Ben Snow Scholarships are available to Root-Tilden candidates who are selected as alternates by the circuit committees. The annual stipend accompanying each of these scholarships is \$1,000 to which a full or partial tuition scholarship may be added if need is demonstrated. Those holding

John Ben Snow Scholarships participate fully in the Root-Tilden program and they form a group from which replacements in the Root-Tilden Scholarships are drawn when vacancies occur.

INQUIRIES

All inquiries and communications concerning the Root-Tilden and Snow Scholarships should be directed to Assistant Dean Howard L. Greenberger, in care of the Root-Tilden Scholarship Committee, New York University School of Law, Washington Square, New York 3, N. Y.

ESTIMATED STATE GRANTS UNDER THE ELEMENTARY AND SECONDARY ACT AS AMENDED TITLE I: FY 1967

Authorization adjusted to appropriation, with
\$17,000,000 Education of the Disadvantaged,
reserved for Title III, Adult Education Act of 1966

Total estimated State grants,	Title I programs	Estimated administration amount 1/	Total estimated State grants 2/
U. S. and outlying areas	\$1,042,217,640	\$11,192,360	\$1,053,410,000
50 States and D. C. —	\$1,017,000,574	\$10,906,076	\$1,027,906,650
Alabama	30,970,440	309,704	31,280,144
Alaska	1,574,236	75,000	1,649,236
Arizona	8,625,804	86,258	8,712,062
Arkansas	19,061,480	190,615	19,252,095
California	79,945,193	799,452	80,744,645
Colorado	8,329,716	83,297	8,413,013
Connecticut	8,547,325	85,473	8,632,798
Delaware	1,901,821	75,000	1,976,821
Florida	28,621,376	286,214	28,907,590
Georgia	34,128,794	341,214	34,470,082
Hawaii	2,173,297	75,000	2,248,297
Idaho	2,884,344	75,000	2,959,344
Illinois	43,683,702	436,807	44,117,509
Indiana	16,014,944	160,149	16,175,093
Iowa	15,295,315	152,953	15,448,268
Kansas	9,064,948	90,649	9,155,597
Kentucky	25,947,007	259,470	26,206,477
Louisiana	29,581,123	295,811	29,876,939
Maine	3,438,538	75,000	3,513,538
Maryland	14,997,181	149,972	15,147,153
Massachusetts	16,145,067	161,451	16,306,508
Michigan	31,427,481	314,275	31,741,756
Minnesota	19,478,081	194,781	19,672,862
Mississippi	23,638,334	236,384	23,874,718
Missouri	22,716,523	227,165	22,943,688
Montana	3,394,424	75,000	3,469,424
Nebraska	5,257,285	75,000	5,332,285
Nevada	894,595	75,000	969,595
New Hampshire	1,280,398	75,000	1,355,398
New Jersey	25,490,981	254,910	25,745,891
New Mexico	9,212,903	92,129	9,305,032
New York	113,679,147	1,136,791	114,815,938
North Carolina	45,301,894	453,019	45,754,913
North Dakota	4,097,001	75,000	4,172,001
Ohio	36,470,798	364,708	36,835,506
Oklahoma	16,272,765	162,728	16,435,493
Oregon	7,422,528	75,000	7,497,528
Pennsylvania	46,008,378	460,084	46,468,462
Rhode Island	3,700,281	75,000	3,775,281
South Carolina	22,792,655	227,927	23,020,582
South Dakota	5,236,189	75,000	5,311,189
Tennessee	29,979,211	299,792	30,279,003
Texas	67,812,527	678,125	68,490,652
Utah	2,654,596	75,000	2,729,596
Vermont	1,558,885	75,000	1,633,885
Virginia	24,256,618	242,566	24,499,184
Washington	10,105,594	101,056	10,206,650
West Virginia	14,866,675	148,667	15,015,342
Wisconsin	14,640,639	146,406	14,787,045
Wyoming	1,300,013	75,000	1,375,013
District of Columbia	5,624,469	75,000	5,699,469
Outlying Areas Total	25,217,066	286,284	25,503,350

1/ 1% of the total estimated State program grant amount, or \$75,000, whichever is larger. \$25,000 is the minimum for the outlying areas. BIA does not receive an administration amount.

2/ Total of Column 1 and Column 2.

UFE Considers Salary Revision

Representatives of the United Forces for Education — acting against the backdrop of the most critical teacher shortage in many years in North Carolina — voted unanimously on Monday night, December 5, to present a proposed upward revision of its teacher salary goals to member organizations and to endorse all requests of the State Board of Education not now included in the UFE program. Commensurate salary increases are requested for other school personnel.

T. Roy Phillips of Carthage, UFE chairman, said the UFE studied developing economic factors and a recent survey showing the present teacher shortage situation in Tar Heel schools, and agreed to take back to the individual organizations a proposal for a major upgrading of the teacher salary request. Phillips said all nine member organizations of the UFE were present at the Monday night meeting.

The original UFE program — approved last March — calls for a teacher salary schedule of \$4,600 to \$7,800 in the first year of the next biennium and a schedule of \$5,000 to \$8,500 in the second year of the biennium. The revamped program — if approved by member organizations of the UFE — would call for a minimum salary schedule of \$5,000 to \$8,500 in the first year of the next biennium and a minimum schedule of \$5,500 to \$9,350 in the second year of that biennium.

The new proposal, like the original, includes longevity increments for veteran teachers. To be eligible for the top salary of \$9,350 in the second year of the biennium, a teacher would be required to have a master's degree and 28 years of experience. The top salary for a teacher with an A Certificate and 27 years of experience would be \$8,400 in the second year of the biennium.

The proposed upgrading of the salary request would add an estimated \$66 million to the UFE program for the next biennium. The present request is for \$161 million for the two-year period.

Chairman Phillips emphasized that the UFE has not yet adopted the upgraded salary schedule, but is considering the revision. He said each member organization of the UFE will consider

the proposal, after which another meeting of the UFE will be held for the purpose of voting on the changes. He said it is hoped that final action can be taken on the proposal within 30 days.

The request to revise the salary schedule came from the North Carolina Education Association, one of the UFE's member organizations. Phillips said the NCEA has just completed a survey of all administrative districts in the state which shows the seriousness of the teacher shortage. The motion for consideration was made by Francis Walker, representative of the Parent-Teacher Association and seconded by E. B. Palmer of The North Carolina Teachers Association.

The survey shows that six weeks after the opening of school, a total of 377 teaching positions were still vacant in Tar Heel schools. Superintendents and principals reported that teachers holding substandard certificates were employed to fill 1,130 positions, and 110 part-time teachers had been employed. This is the first year that North Carolina has resorted to the use of part-time teachers to staff classrooms.

In addition, the survey revealed that 512 teachers were teaching out of field; 283 retired teachers had been called back into service; and 116 teachers who would have retired were prevailed upon to remain in the classroom. The school administrators also reported that 565 teachers were carrying more than a normal teaching load.

The survey revealed that approximately 64,530 North Carolina children are being taught by teachers who should be replaced; 16,950 are being taught by teachers carrying an extra load; and 7,320 are not adequately cared for due to 244 classroom vacancies. This means that a total of 88,800 children, one of every 14 enrolled in public schools, are being shortchanged this year.

In 1965-66 North Carolina ranked 40th in the nation in average teacher salaries with a figure of \$5,337. The state's beginning salary for teachers with an A Certificate — which requires a four-year college degree — is \$4,227 for 1966-67, and the top salary for an A-Certificate teacher with 12 years of experience is \$5,836.

The new proposal would still leave North Carolina teacher salaries some \$500 behind the national average in the first year of the biennium and \$200 below the national average in the second year of the biennium. The gap between Tar Heel teacher salaries and those paid teachers in other states, now \$1,235, is a major reason for the teacher shortage.

In addition to the teacher shortage survey, the UFE representatives carefully considered the spiraling cost-of-living index, the healthy economic picture of the state, and indications that funds available in the next biennium would allow the state to narrow the gap between North Carolina and the nation for average teacher salaries and per-pupil expenditures.

N. C. Schools Facing The Facts

Enrollment: 1,183,690

Instructional Staff Members: 51,047

Expenditures: \$429,870,000 for current expense, plus \$88,000,000 for capital outlay and interest, for a total of \$517,870,000

The state provides approximately 66% of the current expense, the local government 22%, and the federal government the remaining 12%.

Per-pupil expenditures (1964-65) vary from a high of \$428 in one school administrative unit in the state to a low of \$263 in another unit. Educational opportunities are not equal for all children.

Only about one of every two college graduates who are qualified to teach, actually enters teaching in North Carolina.

Average per-pupil expenditures in North Carolina are \$411, while the U. S. average is \$564 — a gap of \$153. New York spends \$912 per pupil.

The average salary paid classroom teachers in North Carolina is \$5,604, while the U. S. aver-

age is \$6,821 — a gap of \$1,217 (the gap was only \$650 in 1961-62 when the state ranked 32nd compared with a rank now of 42nd). The nation's highest average is in California, \$8,450.

The percentage of the General Fund appropriated dollar going to the Nine Months School Fund has dropped from about 60% in 1955-56 to about 50% currently.

For the first time in history the average salary paid classroom teachers in North Carolina is below the average for the 12 southeastern states. The region average is \$5,775, up 8.2% over 1965-66.

Southeastern states above North Carolina are Florida—\$6,430, Georgia—\$5,895, Louisiana—\$6,388, Tennessee—\$5,625, and Virginia—\$6,400. South Carolina and Tennessee led the nation in percentage increases this year with gains of 13.8% and 11.9%.

North Carolina ranks:

- 42nd in average classroom teachers' salary
- 42nd in the number of pupils per teacher
- 43rd in the average number of years of school completed by citizens above age 25
- 48th in the number of draftees failing to pass the selective service mental examinations
- 44th in the amount spent per pupil for current expense
- 33rd in per-capita State and Local Government expenditures for higher education

Beginning salaries for four-year college graduates in occupations other than teaching, but *requiring similar preparation*, average about \$3,000 more than beginning North Carolina teaching salaries.

Credit—NCEA

January 3, 1967

Notice of PROFESSIONAL SANCTIONS in MARION COUNTY, FLORIDA

Notice is hereby given to all teacher preparation institutions, National Education Association, state education associations, urban associations of educators, all Florida local associations of educators, Florida County Superintendents of Public Instruction, and all instructional personnel in Marion County that the Florida Education Association has imposed professional sanctions on the school system of Marion County, Florida, where its investigation has revealed that a climate conducive to professional service does not exist.

The Marion Education Association has taken concurring action through its official governing body.

All educators are advised of the provision in Principle IV, Section 3, of the Code of Ethics of the Education Profession which advises educators to "Fill no vacancy except where . . . a climate conducive to professional service exists."

Effective December 14, 1966, by action of the Board
of Directors of the Florida Education Association.

The 1966-67 Salary Schedule

VOCATIONAL EDUCATION MONTHLY SALARY SCHEDULE 1966 - 1967

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate Vocational (VG)	\$ —	\$ —	\$536	\$551	\$566	\$582	\$597	\$613	\$631	\$650	\$669	\$688	\$707	\$727
Class A Vocational (VA)	476	491	505	519	535	550	565	581	596	612	629	647	664	
Class A Provisional (PAV)														
Provisional Vocational (PV)	465	480	494	508	524	539	554	570	585	601	618	636	653	
Class B Vocational (VB)	420	431	444	458	471	484	497							
Non-Standard (NS)	220													

Add: \$100 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR SUPERVISORS (10 Calendar Months) 1966 - 1967

Type of	Experience In Years									
Certificate	4	5	6	7	8	9	10	11	12	13
Graduate (SG)	\$592	\$608	\$625	\$641	\$661	\$681	\$701	\$721	\$740	\$760
Class A (SA)	—	573	589	605	622	638	655	673	692	

1. General Supervisors:

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in Administration and Supervision.

2. Special Area Supervisors:

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject supervised.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR TEACHERS (9 School Months and 5 Days) 1966 - 1967

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate	\$ —	\$ —	\$513	\$527	\$541	\$556	\$571	\$586	\$604	\$622	\$639	\$657	\$675	\$694
Class A	457	470	483	496	510	525	539	553	568	583	598	615	631	
Class B	403	414	426	438	450	462	476							
Class C	331	342	354	366	378	391								
Elementary A	307	317	327	339	351									
Elementary B	286	296	307	318										
Non-Standard	220													

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND MONTHLY SALARY SCHEDULE FOR SUPERINTENDENTS (12 Calendar Months) 1966 - 1967

Membership Range 1964-65	Experience In Years								
	S-0	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8
Up to 1499	\$ 645	\$ 660	\$ 675	\$ 690	\$ 705	\$ 720	\$ 735	\$ 750	\$ 765
1500—2999	755	770	785	800	815	830	845	860	875
3000—4499	820	835	850	865	880	895	910	925	940
4500—7499	860	875	890	905	920	935	950	965	980
7500—10499	900	915	930	945	960	975	990	1005	1020
10500—12499	940	955	970	985	1000	1015	1030	1045	1060
12500—15499	980	995	1010	1025	1040	1055	1070	1085	1100
15500—18499	1020	1035	1050	1065	1080	1095	1110	1125	1140
18500—21499	1060	1075	1090	1105	1120	1135	1150	1165	1180
21500—24999	1100	1115	1130	1145	1160	1175	1190	1205	1220
25000—29999	1140	1155	1170	1185	1200	1215	1230	1245	1260
30000—Up	1180	1195	1210	1225	1240	1255	1270	1285	1300

NOTE: S-5 is the maximum rating that a Superintendent can receive if he does not hold a Master's Degree.

Add \$30 per month to the above schedule for a person holding an Advanced Superintendent's Certificate.

Add \$100 per month to the above schedule for a person holding an Advanced Superintendent's Certificate and an earned Doctor's Degree.

Teachers and Administrators

STATE NINE MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE "A" FOR CLASSIFIED PRINCIPALS
(10, 10½, 11 Months)*
1966 - 1967

Number of Teachers	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
7- ■	\$624	\$639	\$655	\$670	\$685	\$701	\$716	\$732	\$747
9-10	639	655	670	685	701	716	732	747	762
11-12	655	670	685	701	716	732	747	762	778
13-14	670	685	701	716	732	747	762	778	793
15-16	685	701	716	732	747	762	778	793	809
17-18	701	716	732	747	762	778	793	809	824
19-20	716	732	747	762	778	793	809	824	839
21-22	732	747	762	778	793	809	824	839	855
23-24	747	762	778	793	809	824	839	855	870
25-26	762	778	793	809	824	839	855	870	886
27-28	778	793	809	824	839	855	870	886	901
29-30	793	809	824	839	855	870	886	901	916
31-32	809	824	839	855	870	886	901	916	932
33-34	824	839	855	870	886	901	916	932	947
35-36	839	855	870	886	901	916	932	947	963
37-41	855	870	886	901	916	932	947	963	978
42-Up	870	886	901	916	932	947	963	978	993

NOTE: The maximum rating that a person holding a High School Principal's or Elementary Principal's Certificate can receive is P-5.
A person holding a Principal's Certificate may, after he reaches P-5, go on to the P-6, P-7, and P-8 ratings.
Add the appropriate amount from Monthly Salary Schedule "B" for Classified Principals to arrive at the gross monthly rate of pay.
Add \$30.00 per month to the above schedule for a person holding an Advanced Principal's Certificate.
Add \$100.00 per month to the above schedule for a person holding an Advanced Principal's Certificate and an earned Doctor's Degree.
*Depending on type and size of school.

STATE NINE MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE "B" FOR CLASSIFIED PRINCIPALS
1966 - 1967

(ADD THE APPROPRIATE AMOUNTS BELOW
TO CLASSIFIED PRINCIPALS MONTHLY SALARY SCHEDULE "A")

Certificate Rating	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
G-13	33	29	25	21	17	12	9	4	0
G-12	31	28	23	20	17	12	8	4	0
G-11	29	25	22	18	14	11	■	3	0
G-10	26	23	20	17	13	10	7	3	0
A-12									
G-9	24	21	19	15	12	9	7	3	0
A-11									
G-8	22	20	17	14	11	9	6	3	0
A-10									
G-7	20	18	15	12	10	8	6	2	0
A-9									
G-6	18	15	13	11	9	7	4	2	0
A-8									
G-5	15	13	12	10	8	6	4	2	0
A-7									
G-4	13	12	10	9	7	6	3	2	0
A-6									
G-3	11	10	9	7	6	4	3	1	■
A-5									
G-2	9	8	7	6	4	3	2	1	0
A-4									
A-3	7	6	6	4	3	2	2	1	0
A-2	4	4	■	■	2	2	1	1	0
A-1	2	■	2	1	1	1	1	0	0
A-0	0	0	0	■	0	0	0	0	0

COMPARISON

UFE Program — State Board Requests

UFE		STATE BOARD	
Reduce class size 1, 1-12		No request	
Restore continuing contract		No request	
Extended Term:			
Principals up to 1 month		2 weeks all	
Supervisors 1 month		2 weeks	
Teachers 3 days		No request	
Personnel policies (non-legislative)		No request	
Pilot kindergartens — \$10,000,000		\$800,000	
Plant operation funds — at least minimum wage		2 weeks additional for janitors	
for custodial personnel		Increase salaries 5% plus 5% for janitors and maids	
		\$2 million additional for operation	
		Increase salaries 5% and 10% for mechanics	
Salaries: (See additional Salary Comparison Sheet attached)			
Teachers —			
1967-68	1968-69	1967-68	1968-69
\$4600	\$5000	A- 0	\$4606.50
6400	7100	A-12	6345.50
6600	7300	A-17	No request
6800	7500	A-22	No request
7000	7700	A-27	No request
\$5200	\$5600	G- 2	\$5161.50
7125	7825	G-13	6974.50
7350	8050	G-18	No request
7575	8275	G-23	No request
7800	8500	G-28	No request
Principals —		5% for the first year and 10% for the 2nd year	
10% plus 10%		over the “A” Budget	
		Same as for Principals	
Supervisors —			
10% plus 10%			
Superintendents —			
10% plus 10%			
Other personnel —		10% for first year and an additional 5% for	
5%		2nd year	
		Average 5% per year	
Allot Special Teachers			
Music, art, elementary physical education, librarians, guidance, others		No request	
No request		Up to 400 teachers for retarded	
No request		Up to 60 teachers for crippled, speech, hearing	
Supplement Supervising Teachers			
A - \$100; G - \$125		\$50 per student teacher	
Provide dual transportation and improve transportation		No request except increase from \$30 to \$40 for bus drivers	
City transportation		\$1.4 million	
Provide more comprehensive program of vocational education—no specific requests		Up to 138 teachers and approximately \$2 million for programs	
Community College support			
No specific requests		\$20.5 million	

STATE BOARD APPROPRIATIONS AND REQUESTS

Appropriations — 1965-67		Increased Requests — 1967-69	
Public Schools		"A" Budget	\$ 12,380,387
		"B" Budget	116,735,169
		Total Increase	\$129,115,556
		Total Request 1967-69	
	\$598,834,253	"A" and "B"	\$727,949,809
Community Colleges		"A" Budget	\$ 12,743,456
		"B" Budget	20,524,386
		Total Increase	\$ 33,267,842
		Total Request 1967-69	
	\$ 29,017,080	"A" and "B"	\$ 62,284,922

Note: The State Board of Education requested sums of money for programs other than those listed above.

SALARY COMPARISON SHEET

1967-68

	UFE	State Board Request	Difference
A- 0	\$4600	\$4606.50	plus \$ 6.50
A-12	6400	6345.50	minus 54.50
A-17	6600	6345.50	minus 254.50
A-22	6800	6345.50	minus 454.50
A-27	7000	6345.50	minus 654.50
G- 2	5200	5161.50	minus 38.50
G-13	7125	6974.50	minus 150.50
G-18	7350	6974.50	minus 375.50
G-23	7575	6974.50	minus 600.50
G-28	7800	6974.50	minus 825.50

1968-69

A- 0	\$5000	\$5004.25	plus \$ 4.25
A-12	7100	6854.25	minus 245.75
A-17	7300	6854.25	minus 445.75
A-22	7500	6854.25	minus 645.75
A-27	7700	6854.25	minus 845.75
G- 2	5600	5605.50	plus 5.50
G-13	7825	7520.25	minus 304.75
G-18	8050	7520.25	minus 529.75
G-23	8275	7520.25	minus 754.75
G-28	8500	7520.25	minus 979.75

(Prepared by NCEA — 9/29/66)

National Teachers Examination

A recent survey was conducted by NCSEA relative to statewide use of the National Teachers Examination as a determinant for the licensing and certification of teachers.

Only three states reporting in the study said the NTE is used to determine who shall be licensed or certificated: Florida, North Carolina, and South Carolina.

In California, the NTE is used only for renewal of provisional credentials.

West Virginia reported, "All West Virginia college seniors in teacher education training must take the examination before a degree is conferred. A first class teaching certificate cannot be granted until receipt of the degree is confirmed by the institution of higher education. There is no required score."

Although the NTE is not used on a statewide basis in Louisiana, the Louisiana Education Association indicated it is required in New Orleans in order to secure a teaching position. A score of 500 is required, and a score of 600 is required for an administrator's position.

This report provides information on:

- (1) Use of NTE in granting the first teaching license or certificate, and the score required;
- (2) Use of NTE in granting a license or certificate to an experienced teacher based on education beyond the A.B. or B.S. degree, and the score required.

Four states (including the District of Columbia) did not reply to the survey: Illinois, New Hampshire, and Rhode Island.

I. USE OF NTE IN GRANTING THE FIRST TEACHING LICENSE OR CERTIFICATE: SCORE REQUIRED.

FLORIDA — Success on examination is required for initial certification.
Score required — 500.

NORTH CAROLINA — All persons seeking a North Carolina teachers' certificate are required to take the NTE if they have not taken it previously.

A student must score a minimum of 450 on the common portion of the NTE to meet qualifi-

cations for a class "A" certificate. If the applicant for a certificate makes a score between 400 and 450 he is granted a probationary certificate for a period of two years. He may take the NTE again, and if he scores 450 or more, he is granted a class "A" certificate. This required score will be increased to 475 in 1967, and 500 in 1968.

SOUTH CAROLINA — NTE is used as one factor in salary schedule.

500 - "A" certificate; 425-499, Grade "B"; 375-424, Grade "C" and Below 374, Grade "D".

PALMETTO (S. C.) — Teacher must take examination before standard certificate is issued. A permit may be obtained until examination is taken.

Minimum score for certificate is 331. Most teachers make score of 425 or above.

II. USE OF NTE IN GRANTING A LICENSE OR CERTIFICATE TO AN EXPERIENCED TEACHER BASED ON EDUCATION BEYOND THE A.B. OR B.S. DEGREE, SUCH AS THE M.A. OR PH.D. DEGREE: SCORE REQUIRED.

FLORIDA — One does not have to take an addition examination. One time is sufficient for all purposes.

Same score — 500.

NORTH CAROLINA — A candidate for a master's certificate, or an administrator's certificate, is required to take the NTE, if he has never taken the examination, or if it has been more than ten years since he last took the examination.

500 on the common portion. In 1967, this score will be raised to 550, and in 1968 to 600.

SOUTH CAROLINA — No M.A. or PH.D. certificates issued for Grades "C" and "D" on NTE. Applicant must score above 425 for M.A. or PH.D.

Applicant must score above 425 for M.A. or PH.D.

PALMETTO (S.C.) — Must take examination before standard certificate is issued.
331 or above.

STATES THAT REPLIED THE *NATIONAL TEACHERS EXAMINATION IS NOT USED* TO DETERMINE WHO SHOULD BE LICENS-ED OR CERTIFICATED: (42 states).

Alabama	Missouri
Alaska	Montana
Arizona	Nebraska
Arkansas	Nevada
Colorado	New Jersey
Connecticut	New Mexico
Delaware	New York
Georgia	North Dakota
Hawaii	Ohio
Idaho	Oklahoma
Indiana	Oregon
Iowa	Pennsylvania
Kansas	South Dakota
Kentucky	Tennessee
Louisiana	Texas
Maine	Utah
Maryland	Vermont
Massachusetts	Virginia
Michigan	Washington
Minnesota	Wisconsin
Mississippi	Wyoming

NORTH CAROLINA EDUCATION ASSOCIATION

111 W. Morgan Street — P. O. Drawer 350
RALEIGH

January 27, 1967

Mr. Elliot Palmer
Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

Dear Mr. Palmer:

Congratulations on your new office. I am enclosing an extra clipping since your wife may have the same hobby as one of my kin folks who sends such items to other interested members of the family.

I had hoped to see you at Dr. Sam Proctor's meeting in Winston-Salem yesterday, which incidentally was very fine in laying some good plans for the proposed conferences on the role of the beginning teacher in desegregation.

Fortunately, Dr. Marguerite Frierson, Chairman of the TEPS Committee for NCTA, was there so we had a chance to confer about the get together of several TEPS Committee people from the two associations on February 4th.

She is checking her calendar and contacting TEPS representatives, so we will look forward to having a fruitful session next Saturday.

Cordially,
Mrs Phebe H. Emmons
Director of Professional Services

THE NORTH CAROLINA GOOD NEIGHBOR COUNCIL

Post Office Box 584
RALEIGH, N. C.

February 3, 1967

Mr. E. B. Palmer
Executive Secretary
North Carolina Teachers Association
Raleigh, North Carolina

Dear Mr. Palmer:

Congratulations on your recent election to the chairmanship of the National Council of Officers of State Teachers Association. Your fellow North Carolinians are proud to have you serve in this honored position.

Cordially,
R. S. Harrell

Letters to the Editor

JOHN W. WINTERS & COMPANY

507 East Martin Street
RALEIGH, N. C. 27601

January 28, 1967

Mr. E. B. Palmer
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

Dear Mr. Palmer:

It was a pleasure to read of your recent election as Chairman of the National Council of officers of State Teachers Associations.

Your scope and influence in national offices should certainly reflect credit to our city and state.

Congratulations and best wishes for a successful tenure of office.

With my warmest personal regards, I remain

Sincerely yours,
John W. Winters

Directory of Local Unit Presidents

COASTAL PLAIN DISTRICT

Mrs. E. H. Dickerson, Prin.
 Friendship Elem. School
 Box 458
 Fremont, N. C. 27830
 Mr. Harris G. Thompson, Pres.
 O'Berry Unit NCTA
 O'Berry School
 Goldsboro, N. C. 27530
 Mr. A. C. Crowder, Pres.
 Goldsboro City Unit NCTA
 Greenleaf School
 Goldsboro, N. C. 27530
 Mr. Lamonte Mitchell, Pres.
 Wayne County Unit NCTA
 606 Canal Street
 Goldsboro, N. C. 27530
 Mr. H. J. Bethea, Pres.
 Pender County Unit NCTA
 West Pender School
 Burgaw, N. C. 28425
 Mr. Gerald E. Saunders, Pres.
 Pamlico County Unit NCTA
 Pamlico Central School
 Bayboro, N. C. 28515
 Mr. Robert McRae, Pres.
 Onslow County Unit NCTA
 Box 188,
 Richlands, N. C. 28574
 Miss Inez S. Richardson, Pres.
 New Hanover County Unit NCTA
 Williston Junior High School
 Wilmington, N. C. 28401
 Mr. Clifton T. Epps, Pres.
 Kinston City Unit NCTA
 815 Thompson Street
 Kinston, N. C. 28501
 Mrs. Lynetta Vause, Pres.
 Lenoir County Unit NCTA
 Route 3, Box 501
 Kinston, N. C. 28501
 Mr. James Wynn, Pres.
 Jones County Unit NCTA
 J. E. Morris School
 Maysville, N. C. 28555
 Mrs. Vera J. Brown, Pres.
 Greene County Unit NCTA
 North Greene Elem. School
 Walstonburg, N. C. 27888
 Mr. W. E. Foster, Pres.
 Duplin County Unit NCTA
 P. O. Box 802
 Warsaw, N. C. 28398
 Miss Amanda I. White, Pres.
 New Bern City Unit NCTA
 P. O. Box 435,
 New Bern, N. C. 28560
 Mr. Benjamin Godette, Pres.
 Craven County Unit NCTA
 Godette Elementary School
 Havelock, N. C. 28532
 Mr. L. R. Johnson, Pres.
 Carteret County Unit NCTA
 506 Queen Street
 Beaufort, N. C. 28516

EAST PIEDMONT DISTRICT

Mrs. Lucy E. Branch, Pres.
 Warren County Unit NCTA

P. O. Box 52
 Warrenton, N. C. 27589
 Dr. Frank Toliver, Pres.
 State Department Unit NCTA
 312 Cox
 Raleigh, N. C. 27610
 Mrs. Myrtle C. Crockett, Pres.
 Local Unit NCTA
 3320 Garner Road
 Raleigh, N. C. 27610
 Mr. Frissell W. Jones, Pres.
 Local Unit NCTA
 Saint Augustine's College
 Raleigh, N. C. 27602
 Mr. Thomas E. Kee, Pres.
 Local Unit NCTA
 Shaw University
 Raleigh, N. C. 27602
 Mr. P. U. Watson, Pres.
 Raleigh City Unit NCTA
 1515 Summerville Circle
 Raleigh, N. C. 27610
 Mrs. Caesarea D. Debnam, Pres
 Wake County Unit NCTA
 1114 E. Lane Street
 Raleigh, N. C. 27601
 Mr. H. L. Cushenberry, Pres.
 Vance County Unit NCTA
 Henderson Institute
 Henderson, N. C. 27536
 Miss M. E. Venable, Pres.
 Granville County Unit NCTA
 413 Taylor Street
 Oxford, N. C. 27565
 Mrs. H. S. Boone, Pres.
 Franklinton Unit NCTA
 B. F. Person-Albion
 Franklinton, N. C. 27525
 Mr. F. George Shipman, Pres.
 Local Unit NCTA
 N. C. College at Durham
 Durham, N. C. 27707
 Rev. M. M. Fisher III, Pres.
 Durham City Unit NCTA
 Whitted Jr. High School
 Durham, N. C. 27707

PIEDMONT DISTRICT

Mr. Sherman U. Williamson, Pres.
 Laurinburg Scotland Unit NCTA
 Carver School
 Laurel Hill, N. C. 28351
 Miss Mary C. Bell, Sec.
 Leaksville Unit NCTA
 P. O. Box 271
 Leaksville, N. C. 27288
 Mrs. A. L. Pennix, Pres.
 Leaksville Unit NCTA
 P. O. Box 605
 Leaksville, N. C. 27288
 Mr. E. J. Partee, Pres.
 Reidsville Unit NCTA
 313 Graves Street
 Reidsville, N. C. 27320
 Miss Phyllis A. Martin, Pres.
 Madison Unit NCTA
 Charles Drew School
 Madison, N. C. 27025
 Mrs. J. M. Clark, Pres.
 Rockingham County Unit NCTA

Route 8,
 Reidsville, N. C. 27320
 Mrs. J. W. Hager, Pres.
 Rockingham City Unit NCTA
 P. O. Box 1083
 Rockingham, N. C. 28379
 Mr. Robert Rush, Pres.
 Hamlet City Unit NCTA
 702 Pine Street
 Hamlet, N. C. 28345
 Mrs. F. M. Hasty, Pres.
 Local Unit NCTA
 Morrison Training School
 Hoffman, N. C. 28347
 Mrs. H. U. Easterling, Pres.
 Richmond County Unit NCTA
 Mineral Springs School
 Ellerbe, N. C. 28338
 Mrs. Ruth F. McRae, Pres.
 Asheboro City Unit NCTA
 724 Frank Street
 Asheboro, N. C. 27203
 Mr. Josiah P. Thomas, Pres.
 Person County Unit NCTA
 Route 2, Box 102
 Roxboro, N. C. 27573
 Mrs. Mary Frazier, Pres.
 Chapel Hill Unit NCTA
 Frank Porter Graham School
 Chapel Hill, N. C. 27514
 Mr. George Corbett, Pres.
 Orange County Unit NCTA
 Central High School
 Hillsborough, N. C. 27278
 Mr. J. C. Hasty, Pres.
 W. Southern Pines Unit NCTA
 P. O. Box 146,
 Southern Pines, N. C. 28387
 Mr. S. C. Cureton, Pres.
 Pinehurst City Unit NCTA
 P. O. Box 1210
 Pinehurst, N. C. 28374
 Mr. Carl Hill, Pres.
 Moore County Unit NCTA
 Pinckney High School
 Carthage, N. C. 28327
 Mr. John E. Howard, Pres.
 Lee County Unit NCTA
 618 Washington Avenue
 Sanford, N. C. 27330
 Miss W. M. Crosson, Pres.
 Palmer Memorial Institute
 Sedalia, N. C. 27342
 Dr. C. G. Winston, Pres.
 Local Unit NCTA
 Bennett College
 Greensboro, N. C. 27402
 Mr. C. R. Stevenson, Pres.
 Local Unit NCTA
 A. & T. College
 Greensboro, N. C. 27411
 Mr. Clarence E. Yokeley, Pres.
 High Point City Unit NCTA
 132 Underhill Street
 High Point, N. C. 27260
 Mrs. Ida Jenkins, Pres.
 Greensboro Unit NCTA
 217 Beech Street
 Greensboro, N. C. 27401

Mr. Coley Hooker, Jr., Pres.
 Guilford County Unit NCTA
 1800 Curry Street
 Greensboro, N. C. 27406
 Mr. S. L. Suitt, Vice-Pres.
 Franklin County Unit NCTA
 P. O. Box 23
 Creedmoor, N. C. 27522
 Mrs. M. W. Evans, Pres.
 Durham County Unit NCTA
 1007 Plum Street
 Durham, N. C. 27701
 Mr. Paul O. Alston, Pres.
 Chatham County Unit NCTA
 Box 101,
 Siler City, N. C. 27344
 Mr. E. E. Tysor, Pres.
 Caswell County Unit NCTA
 Route 3, Box 167
 Mebane, N. C. 27302
 Mrs. Marion W. Maynard, Pres.
 Burlington Unit NCTA
 1232 Westmoreland Drive
 Burlington, N. C. 27218
 Mrs. Fannie K. Lanier, Vice-Pres.
 Alamance County Unit NCTA
 Route 5, Box 401
 Burlington, N. C. 27215

NORTH CENTRAL DISTRICT

Mr. Elmer J. Cummings, Pres.
 Elm City Teachers Association
 Post Office Box 564
 Elm City, N. C. 27822
 Mr. C. E. Branford, Pres.
 Eleanor P. Reid Unit NCTA
 C. H. Darden High School
 Wilson, N. C. 27895
 Mr. R. Snowden, Pres.
 Wilson County Unit NCTA
 Speight High School, R-1
 Wilson, N. C. 27893
 Mr. G. W. Jacobs, Pres.
 Northampton County Unit NCTA
 Coates Elementary School
 Seaboard, N. C. 27876
 Mr. Leo I. Dancy, Pres.
 Rocky Mount Unit NCTA
 S. C. Baskerville School
 Rocky Mount, N. C. 27802
 Mr. Frederick Wilkins, Pres.
 Nash County Unit NCTA
 P. O. Box 54,
 Spring Hope, N. C. 27882
 Mr. Q. K. Wall, Pres.
 Johnston County Unit NCTA
 P. O. Box 751,
 Smithfield, N. C. 27577
 Miss Maude E. Freeman, Pres.
 Roanoke Rapids Unit NCTA
 John A. Chaloner School
 Roanoke Rapids, N. C. 27870
 Mr. J. A. Campbell, Pres.
 Weldon Unit NCTA
 309 West Third Street
 Weldon, N. C. 27870
 Mrs. Cleo W. Turner, Pres.
 Halifax County Unit NCTA
 Brawley High School
 Scotland Neck, N. C. 27874
 Mr. D. E. Smoot, Pres.
 Tarboro City Unit NCTA
 Pattillo High School
 Tarboro, N. C. 27886

Mr. Erastus Batts, Pres.
 Edgecombe County Unit NCTA
 P. O. Box 539,
 Battleboro, N. C. 27809

NORTHEASTERN DISTRICT

Mr. W. Joseph Barber, Pres.
 Washington County Unit NCTA
 Washington Co. Union School
 Roper, N. C. 27970
 Mrs. Verna B. Fenner, Pres.
 Tyrrell County Unit NCTA
 Route 1, Box 26-A
 Columbia, N. C. 27925
 Rev. Jesse R. Robinson, Pres.
 Greenville Unit NCTA
 South Greenville School, Box 816
 Greenville, N. C. 27834
 Mr. J. W. Maye, Pres.
 Pitt County Unit NCTA
 1225 Davenport Street
 Greenville, N. C. 27834
 Mr. Henry E. Daughtry, Pres.
 Perquimans County Unit NCTA
 Route 3, Box 291
 Hertford, N. C. 27944
 Mrs. H. M. Caldwell
 Department of English
 Elizabeth City Teachers College
 Elizabeth City, N. C. 27909
 Mr. J. E. Barnes, Pres.
 Elizabeth City Unit NCTA
 P. W. Moore High School
 Elizabeth City, N. C. 27909
 Mr. Otha A. Jones, Pres.
 Pasquotank County Unit NCTA
 1311 Southern Avenue
 Elizabeth City, N. C. 27909
 Mr. J. O. Buffaloe, Pres.
 Martin County Unit NCTA
 307 N. Elm Street
 Williamston, N. C. 27892
 Mr. Phillip Greene, Pres.
 Hyde County Unit NCTA
 O. A. Peay High School
 Swan Quarter, N. C. 27885
 Mrs. E. L. Byrd, Pres.
 Hertford County Unit NCTA
 Box 368,
 Edenton, N. C. 27932
 Mr. W. B. Whichard, Pres.
 Gates County Unit NCTA
 P. O. Box 114
 Gatesville, N. C. 27938
 Mrs. V. G. Eggleston, Pres.
 Currituck County Unit NCTA
 508 Edge Street
 Elizabeth City, N. C. 27909
 Mr. Thomas I. Sharpe, Pres.
 D. F. Walker Unit NCTA
 D. F. Walker High School
 Edenton, N. C. 27932
 Mr. Charles Fayton, Pres.
 Chowan County Unit NCTA
 313 N. Oakum Street
 Edenton, N. C. 27932
 Mr. Frank Rice III, Pres.
 Camden County Unit NCTA
 1315 Lincoln Street
 Elizabeth City, N. C. 27909
 Mr. Robert Williams, Pres.
 Bertie County Unit NCTA
 P. O. Box 493
 Windsor, N. C. 27983

Mr. W. T. O'Pharrow, Pres.
 Washington City Unit NCTA
 1004 Van Norden Street
 Washington, N. C. 27889
 Mr. Albert Baker, Pres.
 Beaufort County Unit NCTA
 Beaufort County High School
 Pantego, N. C. 27860

SOUTHEASTERN DISTRICT

Mr. James M. Faison Jr., Pres.
 Clinton Unit NCTA
 521 McKoy Street
 Clinton, N. C. 28328
 Mr. Thurston Spaulding, Pres.
 Sampson County Unit NCTA
 601 Winfrey Street
 Clinton, N. C. 28328
 Mrs. C. R. Towles, Pres.
 Eastside School Unit NCTA
 Eastside School
 Saint Pauls, N. C. 28384
 Mrs. Bessie Landis, Pres.
 Red Springs Unit NCTA
 Post Office Box 57
 Parkton, N. C. 28371
 Mr. Caldwell O. Jackson, Pres.
 Fairmont Unit NCTA
 205 Bradshaw Street
 Fairmont, N. C. 28340
 Mrs. N. T. Whitted, Pres.
 Lumberton Unit NCTA
 P. O. Box 571,
 Lumberton, N. C. 28358
 Mr. Willie H. Amerson, Pres.
 Maxton City Unit NCTA
 R. B. Dean School
 Maxton, N. C. 28364
 Mr. E. M. McKoy, Pres.
 Robeson County Unit NCTA
 J. H. Hayswood School, B-153
 Lumberton, N. C. 28358
 Mr. J. V. Brown, Pres.
 Leonard Tr. School Unit NCTA
 Leonard Tr. School for Boys
 McCain, N. C. 28361
 Mr. G. A. Page, Pres.
 Hoke County Unit NCTA
 Upchurch High School
 Raeford, N. C. 28376
 Mr. C. C. Ray, Pres.
 Harnett County Unit NCTA
 Harnett High School
 Dunn, N. C. 28334
 Mr. Thomas Bacote, Pres.
 Fayetteville State Col. Unit NCTA
 Fayetteville State College
 Fayetteville, N. C. 28301
 Mr. John R. Griffin Jr., Pres.
 Fayetteville City Unit NCTA
 501 Spaulding Street
 Fayetteville, N. C. 28301
 Mr. William F. Monroe, Pres.
 Cumberland County Unit NCTA
 510 Langdon Street
 Fayetteville, N. C. 28301
 Mrs. Frances G. Jones, Pres.
 Whiteville City Unit NCTA
 303 West Columbus Street
 Whiteville, N. C. 28472
 Mr. C. W. Williams, Pres.
 Columbus County Unit NCTA
 Westside High School, Box 347
 Chadbourne, N. C. 28431

Mr. James H. Frink, Pres.
Brunswick County Unit NCTA
Brunswick County High School
Southport, N. C. 28461
Mr. J. F. Andrews, Pres.
Bladen County Unit NCTA
Route 1, Box 144
Tarheel, N. C. 28392

SOUTHWESTERN DISTRICT

Miss Alice Glaze, Pres.
Transylvania County Unit NCTA
Rosenwald School
Brevard, N. C. 28712
Mr. J. O. Gibbs, Pres.
Rutherford County Unit NCTA
Carver High School
Spindale, N. C. 28160
Mr. Johnie C. Goodlett, Pres.
Polk County Unit NCTA
Cobb Elem. School, Rt. 1
Tryon, N. C. 28782
Mr. James F. Alexander, Dir.
Mecklenburg College
7600 West Interstate 85
Charlotte, N. C. 28208
Dr. R. P. Perry, Pres.
Johnson C. Smith University
Charlotte, N. C.
Mr. Robert L. Davis, Jr. Pres.
Charlotte-Mecklenburg Teac. Assn.
Williams Junior High School
Charlotte, N. C. 28206
Mrs. M. P. Roberts, Pres.
Marion City Unit NCTA
300 Ledbetter Road
Spindale, N. C. 28160
Mrs. Lothell M. Ramseur, Pres.
Lincolnton Unit NCTA
1315 West 5th Street
Charlotte, N. C. 28208
Mr. Ponce D. Williams Jr., Pres.
Lincoln County Unit NCTA
310 N. Pryor Street
Gastonia, N. C. 28052
Mr. Claude Hostler, Pres.
Hendersonville Unit NCTA
P. O. Box 838,
Hendersonville, N. C. 28739
Mr. Charles E. Meeks, Pres.
Haywood County Unit NCTA
16 Northside Street
Canton, N. C. 28716
Mr. Eugene Roseboro, Pres.
Cherryville Unit NCTA
P. O. Box 94
Cherryville, N. C. 28021
Mrs. Maude M. Jeffers, Pres.
Gastonia Unit NCTA
204 W. Walnut Avenue
Gastonia, N. C. 28052
Mr. Charlton Hamilton, Pres.
Gaston County Unit NCTA
301 South Rhyne Street
Dallas, N. C. 28034
Mr. J. R. Henry, Pres.
Cleveland County Unit NCTA
P. O. Box 235,
Bessemer City, N. C. 28016
Mr. Garfield Connor, Pres.
Hickory-Newton-Catawba Unit NCTA
P. O. Box 266,
Newton, N. C. 28658

Mr. R. B. Everett, Pres.
Lenoir-Caldwell County Unit NCTA
117 Hill Street
Lenoir, N. C. 28645
Mr. J. L. Coley, Pres.
Burke County Unit NCTA
P. O. Box 847
Morganton, N. C. 28655
Mrs. Bennie M. Fuller, Pres.
Asheville-Buncombe Unit NCTA
3 Hilderbrand Street
Asheville, N. C. 28801

WESTERN DISTRICT

Miss Johnsy M. Harris, Pres.
Yadkin County Unit NCTA
129 W. Lenoir Street
Raleigh, N. C. 27602
Mrs. E. A. Grinton, Pres.
Wilkes County Unit NCTA
P. O. Box 65
N. Wilkesboro, N. C. 28659
Mrs. A. L. McKinney, Pres.
Monroe City Unit NCTA
808 Winchester Avenue
Monroe, N. C. 28110
Mr. James H. McAfee, Pres.
Union County Unit NCTA
812 S. Parker Street
Monroe, N. C. 28110
Mr. Joseph E. Bradshaw, Pres.
Surry County Unit NCTA
442 26th Street
Winston-Salem, N. C. 27105
Mr. B. J. Johnson, Pres.
Stokes County Unit NCTA
2004 Chelsea Drive
Greensboro, N. C. 27406
Mr. Melvin J. Rush, Pres.
Stanly County Unit NCTA
Lakeview Elem. School
Norwood, N. C. 28128
Mr. W. Clyde Williams, Pres.
Local Unit NCTA
Livingstone College
Salisbury, N. C. 28144
Mrs. Clara W. Corry, Pres.
Salisbury City Unit NCTA
Route 6, Box 270
Salisbury, N. C. 28144
Mr. Jesse D. Corry, Pres.
Rowan County Unit NCTA
Route 6, Box 270
Salisbury, N. C. 28144
Mr. W. L. Keith, Pres.
Montgomery County Unit NCTA
P. O. Box 1
Candor, N. C. 27229
Mr. Lonnie P. Davis, Pres.
Statesville Unit NCTA
408 Monroe Street
Statesville, N. C. 28677
Miss C. P. Black, Pres.
Mooresville Unit NCTA
P. O. Box 508,
Mooresville, N. C. 28115
Mr. LeRoy Campbell, Pres.
Iredell County Unit NCTA
1147 Salisbury Road
Statesville, N. C. 28677
Mr. George F. Newell, Pres.
Local Unit NCTA
Winston-Salem State College
Winston-Salem, N. C. 27102

Mrs. Emma T. Duren, Pres.
Winston-Salem/Forsyth Co. NCTA
3740 Spaulding Drive
Winston-Salem, N. C. 27105
Mr. J. Edward Suiter, Pres.
Davie County Unit NCTA
P. O. Box 552,
Mocksville, N. C. 27028
Mrs. Lila T. Davis, Pres.
Thomasville Unit NCTA
Church Street School
Thomasville, N. C. 27360
Miss Frances F. Hargrave, Pres.
Davidson County Unit NCTA
300 Elk Street
Lexington, N. C. 27292
Miss Annie E. Bowers
Barber-Scotia College
Concord, N. C. 28025
Mr. Milton L. Taylor, Pres.
Cabarrus County Unit NCTA
Carver High School
Kannapolis, N. C. 28081
Mr. John C. Miller, Pres.
Ashe County Unit NCTA
Bristol School
Fleetwood, N. C. 28626
Mrs. F. P. Dinkins, Pres.
Morven City Unit NCTA
525 Sykes Avenue
Wadesboro, N. C. 28170
Mr. H. L. Ellis, Pres.
Wadesboro Unit NCTA
J. R. Faison High School
Wadesboro, N. C. 28170
Mr. W. M. McIver, Pres.
Anson County Unit NCTA
P. O. Box 254
Ansonville, N. C. 28007
Mr. H. G. Rose, President
Alexander County Unit NCTA
Happy Plains School
Taylorsville, N. C. 28681

EXPERIENCED TEACHERS

A quality district in search of talented, experienced teachers. Excellent teaching opportunity in growing, dynamic suburban New York district. Full salary credit. Interviews possible in your locale.

Write Superintendent of Schools
South Orangetown C.S.D. #1,
Orangeburg, New York

NOTICE

The Jack Tar Hotel Dining Room will accommodate only 125 persons at one time. Hours — 11:30 A.M. until 2:30 P.M. A snack bar is located in the lobby of the hotel.

AASA Endorses Professional Negotiations, Sanctions, As Signs of Maturing Profession

In a ringing statement, the American Association of School Administrators (AASA) has endorsed the right of classroom teachers and other professional staff employees to have a voice in formulating educational policy and to invoke sanctions when serious educational problems develop.

AASA, which represents most of the school superintendents of the country, spelled out its position in a publication entitled "School Administrators View Professional Negotiation."

Defining professional negotiation as a process by which teachers and other professional employees exert "formal and deliberate influence" upon school board policy, AASA declares it is an orderly step toward democratic school administration.

"If teachers are competent to teach adequately the nation's children," says the report, "they are competent to have a meaningful role in the planning of educational programs for these children."

The Association takes a broad view of policy matters which could be negotiated. Negotiation in good faith, says the statement, might encompass all or some aspects of policy governing such items as curriculum, inservice education, personnel policies, teaching assignments, transfers and promotions, recruitment of teachers, discharge and discipline of teachers, grievance procedures, recognition of the negotiating team, salaries and wages, welfare benefits, class size, leaves of absence, and others.

It favors a negotiating organization which includes all members of the professional staff, including the administrative and supervisory levels.

"Education is a unique enterprise in that much of its success depends upon the closest possible working relationships among teachers, principals, administrators, and supervisors," says the report. "There is, or should be no inherent conflict of interest in all-inclusive organizations."

However the report points out, in some jurisdictions, it may be desirable to maintain independent classroom teacher and administrative-supervisory units within a single organization, "each free to develop independent judgments where appropriate. Any difference or disagreements among various segments of all-inclusive organizations should be thoroughly aired and reconciled before negotiations take place."

The superintendent himself, says the report, should be an independent third party in the negotiation process. His obligation is to the "welfare of the pupils and to leadership in the formation of sound educational policy."

Without mentioning the labor movement specifically, the report rejects the idea of "patterns of negotiation borrowed from other sections of society," mediation and appeal procedures geared to the "machinery for resolving differences between workers and management in private business," and "power tactics on the part either of staff or board of education."

"AASA does not condone teachers' strikes under any condition," the report declares.

Sanctions, on the other hand, are a "procedure worthy of a true profession," and when applied on a "responsible, professional basis, with ample warning, can be a very powerful tool for the resolution of serious educational problems."

Such extreme measures should be few and far between, however, says AASA, if both sides have negotiated in good faith.

It identifies five types of sanctions which have been used on numerous occasions in the past few years "with a high degree of success":

1. Censure through public notice, including release of investigation reports; articles in national and state journals; and reports through various communications media;
2. Notification to state departments of education of findings concerning unsatisfactory conditions;
3. Notification to certification and placement services of unsatisfactory conditions of employment for educators;
4. Warning to members that acceptance of employment as a new teacher in the school district would be considered unethical conduct and could lead to discharge from, or future refusal of membership in the national professional association;
5. Advice to members presently employed that, if their private arrangements permit, they should seek employment elsewhere.

Campaign In 26 Communities

NEA Launches Nationwide Campaign To Make Teaching More Manageable

Educators, long accustomed to a kind of isolated confinement in the classroom, are launching a nationwide campaign beginning November 15 in 26 communities in an effort to make the job of teaching more manageable.

During the next 18 months, this massive and revolutionary program will involve upwards of 40,000 educators in more than 50 communities in all sections of the nation, according to Don Davies, executive secretary of the National Commission on Teacher Education and Professional Standards. NCTEPS is a unit of the National Education Association.

"Teachers can and are insisting on this professional right to spend the bulk of their time teaching while calling on the available talent in every school system to take over necessary — but non-teaching duties," Davies explained.

For example, the 50-plus demonstration centers — including the 26 opening today — will illustrate, with the assistance of auxiliary personnel, specialists, consultants and administrators, how a teacher can operate more efficiently in the classroom when he has the combined assistance of the total school force as well as help from in the community.

"We have long known that a teacher cannot concentrate his entire attention on the vital business of education if he spends much of his time monitoring cafeteras, helping with galoshes, collecting lunch money and miscellaneous chores that can and should be done by others," Davies said.

Very few people outside of the education community are aware that most school systems employ non-specialists as well as specialists — all the way from housewives serving a part-time volunteer to school psychiatrists, according to Davies.

The teacher is the pivotal point of the classroom around which supplementary and auxiliary staff revolve, react and interact, he adds.

With this in mind, the TEPS Commission kicked off its Non-Conference Year with the theme, *The Teacher and His Staff*. The Commission selected the demonstration centers in areas that

have successfully utilized specialists and non-specialists in assisting the classroom teacher.

The demonstration centers, which are primarily established in elementary and secondary schools, are also located in such places as county government agencies, YWCA, private and parochial schools, junior colleges, and mental health institutes as well as other public institutions.

The demonstration centers will hold open house for thousands of educators who will study the results of optimal use of persons with teaching and non-teaching talents. While the program is tentatively set up to last 18 months, the project is designed to be a continuing study, Davies said.

"Overcrowded classrooms and a shortage of teachers — even undertrained teachers — are the biggest educational nightmares we face today," Davies contends. "We can solve these problems if we attract the right kind of men and women into the profession and let them teach. Many of our schools — private, parochial, and public — have quietly set about to accomplish this end. It is time the entire education community be made aware of the giant steps that have been taken."

Applications for the demonstration centers come from all types of schools — large and small, public and parochial — from kindergarten through college, overseas schools, and even government agencies such as the National Teacher Corps.

Following an investigation of the nominated project by a representative of NCTEPS, a selection committee names the more outstanding programs to be included in the nationwide live-case study. Evaluation reports on the demonstration centers will be made by July, 1967.

James L. Oliverio, assistant secretary of NCTEPS, is coordinator of the Non-Conference Year.

FRED D. MCNEILL
NCTA-TEPS Consultant

DEMONSTRATION CENTERS FOR THE YEAR OF THE NON-CONFERENCE "THE TEACHER AND HIS STAFF"

(The following demonstration centers are open for observation to registered visitors.)

Riverton Public Schools, Riverton, Wyoming
Mill Creek School, Ethette, Wyoming
Timberland Regional High School, Plaistow, N. H.
Salesianum High School, Wilmington, Del.
Garland Junior College, Boston, Mass.
Hisamatsu Tamura Elementary School, Huntington Beach, Calif.
Poway High School, Poway, Calif.
Erie County Board of Cooperative Services, Buffalo, New York
Barrington Consolidated High School District and Community Consolidated Elementary School District, Barrington, Ill.

Cleveland Heights — University Heights City School System, Cleveland, Ohio
 Empire Elementary School, Freeport, Ill.
 Theodore High School, Theodore, Ala.
 Palm Beach City Board of Public Instruction, West Palm Beach, Fla.
 University of Miami School of Education, Coral Gables, Fla.
 Lawsonville Avenue Elementary, Reidsville, N. C.
 Washington Administrative Unit, Washington, N. C.
 North High School, Des Moines, Iowa
 Muskogee City Schools, Muskogee, Okla.
 Lulu Walker Elementary School, Amphitheater Public Schools, Tucson, Ariz.
 Somersworth School District Supervisory Union 56, Somersworth, N. H.
 Edina Public Schools, Edina, Minn.

National Teacher Corps projects selected as demonstration centers include: Fannindel Independent School District, Lodonia, Tex.; University of Miami, Coral Gables, Fla.; Ford Road Elementary and Memphis State University School of Education, Memphis, Tenn.; New Mexico State University, Las Cruces, N. Mex. The Capital Job Corps Center at the YMCA in Washington, D. C., will also be included.

Available on Loan

All of the following tapes are available for loan free of charge with the stipulation that they be returned within a reasonable amount of time at the expense of the borrower.

Requests for tape(s) or further information should be addressed to:

Tapes Officer
 Office of Media Services
 Department of State
 Washington, D. C. 20520

The OAS and Two Crises—Ward Allen, Director, Office of Inter-American Regional Affairs and Alternate Representative of the U. S. on the Council of the Organization of American States.

Mr. Allen details the history and structure of the Organization of American States and describes his personal participation in two of the most critical problems with which that organization has had to cope — the Cuban missile crisis, and the discovery in 1962 of a smuggled arms cache in Venezuela.—28½ minutes

A Survey of North Africa—David Newsom, United States Ambassador to Libya

After a country-by-country sketch of North Africa, Mr. Newsom details some of the growing pains of newly independent nations and the many international influences at work in the area.—28 minutes

Introduction to West Africa—Hendrik van Oss, Deputy Director, Office of West African Affairs.

Mr. van Oss gives a concise description of the geography, politics, and economics of the dozen or so nations which comprise West Africa, and outlines our relations with those nations.—28 minutes

Survey—Teacher Supply

Department of Research

North Carolina Education Association

October, 1966

A survey of superintendents of schools conducted by the Department of Research of the NCEA approximately six weeks after schools opened showed that of the 556 positions vacant at the opening of school, 377 were still vacant although continuous efforts had been made to fill these vacancies.

Superintendents in 169 units reported a greater teacher-turnover than in previous years. 38% of the superintendents reported more resignations in early summer; 54% reported more in late summer; and 31% more after school opened.

34% reported difficulty in filling vacancies in early summer; 70% reported great difficulty in mid-July; and 65% after school opened.

Teachers holding substandard certificates had been employed to fill 1,130 positions. In addition to those holding substandard certificates, 110 part-time teachers had been employed; 512 were teaching out of field; 283 teachers who had retired had been called back into service; and 116 had been retained who would have retired if the need for teachers had not been so great. Substandard certificate holders, teachers teaching out of field, retired teachers, and those who would have retired, total 2,151 teachers. Allotting 30 pupils to each teacher, there were 64,530 pupils being taught by these 2,151 teachers who, under desirable conditions, would be replaced.

Due to the shortage of personnel, 565 teachers were reported to be carrying more than a normal load. As a result, 16,950 pupils or more were receiving less than the normal share of the teachers' time.

Of the 377 positions still vacant, 244 were classroom positions, and 133 were special positions such as counselor, music, and art teachers, etc. The 244 classroom positions with an average of 30 pupils per teacher would serve 7,320 pupils.

Pupils taught by teachers who should be replaced, 64,530; pupils being taught by teachers carrying an extra load, 16,950; and 7,320 pupils not adequately cared for due to the 244 classroom vacancies made a total of 88,800 children, or one of every 14 enrolled in public schools, being shortchanged!

AASA Opposes National Assessment

At its 1966 convention in Atlantic City, the American Association of School Administrators took a firm stand against a national testing program. Its resolution on "National Testing and Nationay Curriculum" stated:

The AASA opposes any act which would, in effect, establish a national testing system or a national curriculum. Not only does such a high degree of centralization infringe upon the legal responsibilities of the state and the school system and the professional responsibilities of the individual teacher, but we believe it inevitably defeats the declared aim of American education — the individual development of each child. Attempts to evaluate or compare all systems through prescribed national tests will result in a curricular structure which will vitiate attempts of local schools to serve individuals pupils. The AASA believes that the voluntary co-operation of local school districts, education associations, foundations, state departments of education, and regional agencies is capable of producing sufficient data for research, evaluation, or assessment purposes and as much standardization of curriculum as is consistent with the maximum quality desired.

Mandated by this resolution of the membership, your Executive Committee has been examining continuously and in detail the development of the national achievement testing aspects of the National Assessment of Educational Progress (NAEP), a project of the Carnegie Foundation's Exploratory Committee on Assessing the Progress of Education.

The timetable for this project, according to Dr. Ralph W. Tyler, its chairman, provides that tryouts in private and public schools of tests for the proposed national assessment of education will take place this winter and in the spring of 1967. The testing instruments are being developed under contract by four leading test development agencies and will assess learning in reading and language arts, science, mathematics, social studies, citizenship, fine arts, and vocational education. As stated by Dr. Tyler and Jack Merwin, staff director, "... the assessment will include not only objective questions, but opportunities for the demonstration of performance skills, essay questions, and interview information."

The Executive Committee of AASA, after examining as thoroughly as possible the pros and cons of the NAEP project, finds the arguments *against* this program the more persuasive. *It, therefore, recommends to its members and the educational institutions which they serve that they refuse to participate in the tryouts of these tests and in the eventual testing program—presently slated for the fall of 1967.*

Legislative Notes

EDUCATION LEGISLATION WHICH EXPIRES IN 1967

1. National Teacher Corps
(Title V-B of the Higher Education Act of 1965, P.L. 89-329)
FY 1967 Appropriation — \$7.5 million
2. Educational Television Broadcasting Facilities (P.L. 87-447)
FY 1967 Appropriation — \$3,304,000
3. School aid in areas affected by disasters (P.L. 815 and 874, as amended by P.L. 89-313 — Act stipulates that disaster must have occurred between August 30, 1965 and July 1, 1967). No appropriation — funds can be advanced from regular impact aid appropriations, subject to reimbursement later.
(a) Construction — P.L. 815 section 16.
(b) Operation of schools — P.L. 874, section 7.
4. Higher Education Facilities Assistance in Disaster Areas — Construction (this bill, S. 1861, is awaiting the President's signature; it amends the Higher Education Facilities Act to provide construction assistance for any disaster before July 1, 1967).
5. Construction Assistance in Federally Affected Areas (P.L. 815) — The Elementary and Secondary Amendments of 1966 extend through *July 1, 1967*, the temporary provisions for payments on behalf of "B category" children.
No appropriation was provided for the temporary provisions in the FY 1967 appropriations.
6. The Elementary and Secondary Education Amendments of 1966 provide in *FY 1967 only* for payments on behalf of Indian children in schools operated by the Department of the Interior in Titles I, II, and III of the Elementary and Secondary Education Act. Likewise, payments on behalf of children in Department of Defense schools overseas, provided for in the amendments to titles II and III of the Elementary and Secondary Education Act, are *limited to FY 1967 only*.

5%
Dividends
Anticipated
For
1967

5th Annual
Financial Statement
North Carolina Teachers Association
Credit Union
December 31, 1966

EXECUTIVE OFFICERS

Thebaud Jeffers
President

C. M. McCall
Vice-President

Mae R. Williams
Secretary

Fred D. McNeill
Treasurer

DIRECTORS

C. C. Paschall
Henry B. Pickett
John Russell
Rudolph Jones
W. E. Hall
P. U. Watson
Mary E. Venable

CREDIT COMMITTEE

Q. K. Wall
Lillian L. Abron
S. E. Williams

LOAN OFFICERS

Nora E. Lockhart
W. R. Collins

**SUPERVISORY
COMMITTEE**

Stewart B. Fulbright
Harold H. Webb
Jimmie V. Morris

ASSETS

Required Deposit — M&F Bank, Raleigh \$ 4,293.08

Checking Account 1,557.80

Loans Outstanding 55,494.67

Investments

(a) Mutual Savings & Loan Assn. 3,133.41

(b) League Central 1,042.50

Office Equipment 200.00

Prepaid Bond 2 years 155.00

TOTAL ASSETS \$65,876.46

LIABILITIES

Shares \$49,974.72

Notes Payable 12,500.00

Reserve Fund 2,556.62

Undivided Profits 831.06

TOTAL LIABILITIES \$65,876.46

"Save With Us, Borrow From Yourself"

Life Insured Shares And Loans — No Extra Cost

GOAL

500 \$ 100.00 Savers
100 500.00 Savers
50 1,000.00 Savers
25 2,000.00 Savers

SAVERS NEEDED

We Have Now	Needed
103	397
10	90
10	40
3	22

6th Annual Meeting, January 20, 1968, Jack Tar Hotel, Durham

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Three Consecutive Years

Summer Loans — May 1 to June 10, 1967; Send 1967-68 Contracts
With Loan Applications

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee **must be** via certified, cashier's check or money order.

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1966, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

IN MEMORIAM

Mrs. Lena B. Jordan Duncan of Salisbury, North Carolina, was laid to rest on Thursday, February 2, at Oakdale Cemetary. The mother of seven children, Mrs. Duncan was named AFRO "Mother of the Year" in 1949 in recognition of her unselfish devotion, service and contribution to mankind. In addition to her own children, who are outstanding citizens as a result of her inspiring influence, Mrs. Duncan extended her love to many other young people. Many students lived in her home as a part of the family as they sought an education at Livingstone College.

Mrs. Duncan was graduated in 1898 from Livingstone College where she met her late husband, Samuel Edward Duncan. To this union were born seven children — five sons: Samuel E., William J., John B., Frederick D. and Joseph C.; and two daughters: Julia B. and Elizabeth D. (Koontz).

Her teaching career included service in Kentucky schools, and more than twenty-five years of service at Dunbar High School, East Spencer, North Carolina.

The poem below was written as a tribute to Mrs. Duncan by her son, Dr. Samuel E. Duncan, immediate past president of the North Carolina Teachers Association:

Mom and the Peachtree

*From whence and when came the seed
That brought her into being, she never knew.
The dying Peach, ignorant of its creation,
Only knew it grew.
The ravages of age, predicting death
For all living things,
Seemed impatient at their survival
With gifts at the coming of Springs.
Was it the bearing of fruit that kept her alive
'Til she crossed the River;
Or simply life that bore fruit
Created by the Eternal Giver?
Love made her heart a tabernacle
And deeds sustained it by the Way;*


*A known philosophy she often expressed
As, "Do some good each day".
Is it such good instead of evil
That gleans Creation by reason—
Believing the same God who brought us here
Can take us There in season?
Birds for her lectures and food, and beggars for
coins
To her were all the same
As she went forth to help meet their problems
Wondering who was to blame.
As a calm river flows to sea
From whence it came, carrying boat and sod,
She slipped silently back into the unknown
Confident of meeting her God.
So, mourn less for her on tomorrow
As the Good Earth shall make its claim,
The Christian, Teacher, and Mother
Of the years still prays in Jesus' name.
—Samuel E.*

National Library Week Observance April 16-22

"Explore Inner Space — Read" and "Reading Is What's Happening" will keynote special display materials designed for the Tenth Anniversary of the National Library Week Program, to be observed April 16-22, 1967.

Both themes will be incorporated in the posters, mobiles, bookmarks and other colorful promotion aids traditionally created by NLW headquarters for use by Library Week Committees and participating groups. Aids will be offered as individual items and in money-saving pre-packaged assortments.

A free descriptive brochure, including price-list and order-blank, is available. Address a postcard request to: Promotion Aids Brochure, National Library Week Program, One Park Avenue, New York City 10016.



**Teaching jobs
in the Southeast**

Prompt placement for college and public school teachers and administrators. Inquiries confidential.

HAWORTH TEACHERS AGENCY

Box 1808 • High Point, N. C. 27261 • Phone 919-883-6024



A TYPICAL SCENE — BIOLOGY CLASSROOM AT HILLSIDE HIGH, DURHAM. Left to right: Mr. Thomas M. Davis, biology instructor at Hillside High School in a typical biology demonstration (skeleton of a cat); students, Margaret Barnes, a senior; La Harve Mangum, a junior; Mrs. Martha S. Dooms and J. H. Packenham, biology instructors look on.

A VISIT TO HILLSIDE HIGH SCHOOL

Mr. J. H. Lucas, NEA State Director is principal

More about Hillside in the October 1967, issue



MRS. MABRY DISCUSSES HILLSIDE'S WELL EQUIPPED HOME ECONOMICS DEPARTMENT. Left: Mrs. Mabel Mabry, home economics instructor at Hillside High School, Durham, explains to Mrs. Thelma M. Keck of Raleigh, many phases of her work involved in this area. The mannequin and doll are modeling some of the handiwork of the department.

TEACHERS BE A MOTOR COACH OPERATOR RECEIVE EDUCATION, PAY, AND TRAVEL

Carolina Trailways is interested in employing teachers and instructors as summer and holiday operators. The pay and working conditions are excellent.

Qualifications

1. Height—5'9" to 6'3"
2. Weight—160 to 225 pounds
3. Age—mature with good education
4. Good character and driving record

For further information, contact:

Carolina Coach Co.

P. O. Box 1591

Raleigh, North Carolina

An Equal Opportunity Employer

EDUCATIONAL TOUR GO NOW — PAY LATER

EUROPE \$731.00

All Inclusive

(Rooms — Meals — Transportation)

From N. Y. and Return

Holland — Belgium — Germany — Switzerland

Liechtenstein — Austria

Italy — Monaco — France — England

Only \$74.00

Down \$31.00 monthly

Reservations must be in before March 16, 1967

For complete Information write:

Mildred Callaghan

European Gold Star Tour Service

P. O. Box 12

Durham, North Carolina, U.S.A. 27702

THE NEGRO HERITAGE LIBRARY

AT LAST ...

THE FIRST REFERENCE SOURCE OF THE NEGRO'S
CONTRIBUTION TO HISTORY!

THE TRUTH ...

LONG OVERDUE, OF THE MAJOR ROLE THE NEGRO
HAS PLAYED AND WILL PLAY IN THE DEVELOP-
MENT OF THE "AMERICAN DREAM".

Now!

Written in a straight-forward style, — designed to increase understanding and readability, — these magnificently illustrated volumes unroll the major saga of the Negro and clarify his place in history. Here is the entire story of his achievements and how his contributions helped mold major civilizations from the first dawns of civilized man through our present day societies. All fully documented; the result of years of meticulous scholarly research, these volumes are designed to meet the most critical academic standards.

"The material is concrete, vivid and informative. Students and teachers will find them extremely useful in refuting the myths, cliches and stereotypes which have done so much to confound race relations in our country."

Albert Bronson
Coordinator, Curriculum Materials,
Board of Education,
of the City of New York,
Human Relations Unit

"I am certain that the Negro Heritage Library will supply a very real need for the Negro as he seeks identity with a past that is deserving of respect. To have this material available in this form, documented, and in attractive covers is indeed the answer to many a teacher's prayer."

Elizabeth D. Koontz
President,
Department of Classroom Teachers,
National Educational Association

"Recognizing the need for developing the presentation of the history of the Negro as an integral part of the whole history of the United States, ■ Yonkers, N. Y., publishing firm, Educational Heritage, Inc., has taken steps to broaden the whole concept of heritage studies . . ." [Excerpted and reprinted from the Congressional Record, Sept. 14, 1964].

Senator Jacob Javits
U. S. Senator

"The Negro Heritage Library will make readily available, to both Negro and white readers, the facts needed to set the record straight. It should be a continuing source of enlightenment and inspiration to people."

Roy Wilkins
Executive Director, N.A.A.C.P.

THE FIRST 10 VOLUMES ARE AVAILABLE NOW!

Vol. I Profiles of Negro Womanhood (1619-1900)

Edited by Sylvia G. L. Dannett
The first two volumes: An exciting saga of the role history has thrust upon the Negro woman, and her "courage, dedication, and inspiration."

Vol. II Profiles of Negro Womanhood

Negroes in Public Affairs and Government

By the Editors of the Negro Heritage Library
Biographies of American Negroes in public affairs who have helped mold the policies of government.

A Martin Luther King Treasury

An Anthology by the 1964 Nobel Peace Prize Winner

The Winding Road to Freedom: A Documentary Study

Edited by Alfred E. Cain
From the earliest anti-slavery resolutions of the Germantown Quakers in 1688 to the civil rights bill of 1964, here in a documentary presentation are the milestones in three centuries of struggle.

Anthology of Reading for Children

Edited by Alfred E. Cain
Brilliant selections from Negro history, folklore and literature.

Vol. I Emerging African Nations and Their Leadership

Edited by Lancelot O. Evans

The new nations and the leadership of the African countries which have changed the power structure of the world.

Vol. II Emerging African Nations and Their Leadership

American Negro Reference - Vol. I

Introduction by John Hope Franklin
Edited by John P. Davis

American Negro Reference - Vol. II

FREE! FULLY ILLUSTRATED COLOR BROCHURE

☐ I am interested, please contact me.

Phone _____

☐ Please send me my free copy of the full color brochure describing the Negro Heritage Library. I understand that this does not obligate me in any way.

NAME MR. () _____

NAME MRS. () _____

NAME MISS () _____

ADDRESS _____ APT. NO. _____

CITY _____ STATE _____ ZONE _____

OCCUP. _____ AGE _____

"THE NEGRO-AMERICAN CITIZEN"

(Scheduled for September Release)

A series of 43 full color filmstrips —

Pictorialization of the American Negro, His Heritage, the development of His ethnic group, His role as an American Citizen —



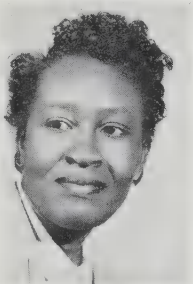
Mrs. Elizabeth Koontz

Editorial content and development of this vitally needed series produced under the direction of:

Mrs. Elizabeth Koontz, Past President of the Department of Classroom Teachers, National Education Association and an active classroom teacher.

Mrs. Louise Rountree, Librarian and Research Analyst.

Dr. J. Mason Brewer, Author, Folklorist and Professor of English, Livingstone College, Salisbury, North Carolina.



Mrs. Louise Rountree

UNIT TOPICS OF THE NEGRO-AMERICAN CITIZEN

(six filmstrips included under each unit topic)

- [1] THE NEGRO FROM 450 B.C. to 1865
- [2] RECONSTRUCTION TO DISFRANCHISEMENT (1860-1900)
- [3] THE TWENTIETH CENTURY — GENESIS OF A NEW LIFE (1900-1928)
- [4] THE GREAT DEPRESSION — WORLD WAR II (1929-1945)
- [5] THE NEGRO AND THE NEW ORDER (1946-1954)
- [6] THE FORWARD THRUST TOWARD FIRST-CLASS CITIZENSHIP (1954-1966)
- [7] NEGROES — AMERICANS, TOO.



Dr. J. Mason Brewer

Place your order now — FALL DELIVERY — subject to 14 days approval

IMMEDIATE DELIVERY - - - NOW

LISTEN TO LEARN EDUCATIONAL TAPES — designed to *create* an interest in reading, *encourage* classroom participation, *develop* vicarious experiences. 60 Pre-Recorded Stories, Available now.

OVER 900 FULL-COLOR FILMSTRIPS. READING - SCIENCE - HISTORY - GUIDANCE - SOCIAL STUDIES - FOREIGN LANGUAGE - GEOGRAPHY.

HOW TO STUDY, an effective way to learn the technique of studying using filmstrip and LP record. Price — \$10.50.

Other educator approved instructional materials and programs:

EDL (Educational Developmental Laboratories) READING PROGRAMS and MATERIALS, MAPS, GLOBES, HEALTH CHARTS, TRANSPARENCIES, RECORDS.

Write for complete catalogs.

NATIONAL SCHOOL & INDUSTRIAL CORP.

14 Glenwood Ave., Raleigh, N. C. 27602

LOOKING, LEARNING

Education begins in the classroom, but it doesn't have to end there. Humble Oil & Refining Company believes that industry has a real obligation to help young people in realizing their vocational aspirations. That's why we invited these students from E. O. Smith High School in Houston to visit the Humble Building. Graphic arts was their main interest, so we introduced them to one of our veteran draftsmen. He was busy, but he took time out to explain his job. In return, they told him about their studies. And they talked about the day when they, too, would be working . . . maybe for Humble. We are proud to have visitors like these young men and glad to show them firsthand how industry functions.



HUMBLE

OIL & REFINING COMPANY

AMERICA'S LEADING ENERGY COMPANY



NC Teachers Record

83762
N86t2
OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION

MAY 8 2



POST CONVENTION ISSUE

Membership Over 12,700

May, 1967

We Work Fast at N.C.S.B.D.

Save Time! Save Money!

Save Office Detail!

by consolidating your orders
and sending them direct to us.

ESEA and NDEA orders for books of the publishers
listed below may be sent to us to save TIME, OFFICE
WORK and MONEY. We make very prompt shipments.

Addison-Wesley Publishing Co.
Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett, Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fidler Co.
Follett Publishing Co.
Funk & Wagnalls
Garrard Publishing Co.
Ginn and Co.
Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
G & C Merriam Publishing Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble & Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.
Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Spencer International Press
Summey-Birchard Co.
Steck-Vaughan Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

**FIFTY-SIX YEARS OF SERVICE TO
THE SCHOOLS OF NORTH CAROLINA**

1911

We pledge to the school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1967



North Carolina

SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.



Stamp out boredom. Come to the beautiful BAHAMAS.

What a wonderful variety of pleasures awaits you in the Bahama Islands! Golden sun. Azure skies. Turquoise waters. Pink powder beaches. Golf and tennis to play. Fringe-topped surreys to go sightseeing in. Picture-book tropic islands to explore. Bargain shopping for fine European merchandise. Soft calypso music and exciting night life. Come to the enchanted islands and put fun back in your life. See any travel agent now.

Just minutes east of Florida by air, overnight by ship. No passports required of U.S. citizens, but proof of citizenship recommended.

BAHAMAS MINISTRY OF TOURISM
Dept. CF, P.O. Box 598
Biscayne Annex, Miami, Fla. 33152
Please send FREE folder on
Bahamas vacations.

Name.....
Address.....
City.....State.....
YOUR ZIP CODE, PLEASE.....



N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. Rudolph Jones, President Fayetteville
 Mrs. Ruth B. Jones, Vice President Rocky Mount
 Dr. Nelson H. Harris, Treasurer Raleigh
 Mrs. Edythe R. Tweedy, Recording Secretary Rocky Mount

SPECIAL OFFICERS

Dr. S. E. Duncan
 Immediate Past President Salisbury
 Mrs. Dorothy Jackson
 President, Association of Classroom Teachers Wilmington
 John H. Lucas
 State NEA Director Durham
 Mrs. Elizabeth D. Koontz
 Immediate Past President
 NEA Department of Classroom Teachers Salisbury

ELECTED MEMBERS

G. A. Page, Raeford
 D. F. Walker, Edenton
 S. O. Jones, Greensboro
 Mrs. L. P. Burton, Asheville
 Mrs. L. B. Daniel, Raleigh
 T V. Foster, Jr., Rocky Mount
 W. O. T. Fleming, Salisbury
 J. H. Wooten, Goldsboro

DISTRICT PRESIDENTS

Coastal Plain A. C. Crowder, Goldsboro
 East Piedmont Mrs. Eva M. Pratt, Durham
 North Central T. M. Ringer, Nashville
 Northeastern Mrs. Elizabeth Byrd, Edenton
 Piedmont Vance Chavis, Greensboro
 Southeastern L. G. Muldrow, Reiglewood
 Southwestern Mrs. Beth Wallace, Charlotte
 Western B. N. Cook, Winston-Salem

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

Division of Classroom Teachers—Mrs. Dorothy Jackson, Wilmington
 A. Department of Elementary Teachers—Mrs. Ruby Manley, Ahoskie
 1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
 2. Section of Grammar Grade Teachers—Mrs. Susie Hilliard, Winston-Salem
 B. Department of Secondary Teachers—Robert W. Boley, New Bern
 1. Section of English Teachers—C. C. Lipscomb, Raleigh
 2. Section of Foreign Language Teachers—
 3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
 4. Section of Mathematics Teachers—Mrs. Josie M. Thompson, Rocky Mount
 5. Section of Science Teachers—Delmous R. Ingram, Raleigh
 C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
 D. Department of Retired Teachers—(Unreported)
 A. Department of Home Economics Teachers—Mrs. Bernice T. Graham, Badin
 B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
 C. Department of Industrial Education Teachers—R. D. Smith, Chapel Hill
 1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
 D. Department of Music Teachers—Mrs. E. M. Kelly, Raleigh
 E. Department of Health and Physical Education Teachers—Henry Ely, Roxboro
 1. Section of Driver Education—Isaac Barnett, Greensboro
 F. Department of Business Education Teachers—Mrs. Mable B. Wright, Raleigh
 1. Section of Educational Secretaries—Mrs. Millie Veasey, Raleigh
 G. Department of Extension Education (with Vocational Agriculture)
 H. Department of Librarians—Norma M. Royal, Durham
 I. Department of Guidance—Mrs. Alice Solomon, Raleigh
 J. Department of Bible Teachers—Mrs. Eva Merritt Pratt, Durham



1967 NEA CONVENTION SITE — Aerial view of Minneapolis which will host the 105th annual convention of the National Education Association July 2-7. Third Avenue Bridge, center, spans the Mississippi River. Minneapolis has been the site of three previous NEA annual conventions — in 1875, 1902, and 1928.

Attention, NEA and NCTA members:

If you plan to attend the convention, be sure to bring your NEA AND NCTA membership cards with you to be presented at registration.

1967 NEA Convention Schedule in Brief

Sunday, July 2—Registration; state delegations; open hearings; general session
 Monday, July 3—Department meetings; Friendship Night
 Tuesday, July 4—State delegations; business session; department meetings; general session
 Wednesday, July 5—State delegations; business session, commissions and committees; Minnesota Teachers Night
 Thursday, July 6—State delegations; three business sessions
 Friday, July 7—State delegations; three business sessions; party for new officers

K. Department of Art Teachers—Mrs. Helen Daniel, Durham
 L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville
 Division of School Administrators and Supervisors—A. C. Crowder, Goldsboro
 A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
 B. Department of Principals—J. H. Twitty, Saint Pauls
 1. Section of Elementary Principals—J. D. McAllister, Raeford
 2. Section of High School Principals—R. S. Cooper, Pantego
 3. Section of Junior High School Principals—S. J. Howie, Wilmington
 4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
 Division of Higher Education—L. H. Robinson, Greensboro
 A. Department of Administration—(Unreported)
 B. Department of Instruction—Charles A. Ray, Durham
 C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

HEADQUARTERS STAFF

Elliott B. Palmer, Executive Secretary
 Fred D. McNeill, Jr., Field Representative and Treasurer-Manager, NCTA Credit Union
 Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
 W. R. Collins, Expansion Director, Hammocks Corporation
 Mrs. Thelma M. Keck, Coordinator of Publications, Public Relations and Research
 Mrs. Della P. Perry, Bookkeeper
 Miss Elaine Jeffreys, Assistant Bookkeeper
 Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
 Mrs. Clementine Parker, Secretary to Executive Secretary—NCTA
 Miss Tabitha Pettiford, Secretary-Stenographer
 Mrs. Ludie Singletary, Secretary to the Field Representative
 James Jones, Building Custodian

ELLIOTT B. PALMER
Executive Secretary, and Editor

THELMA M. KECK
Managing Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

THIS MONTH'S COVER

Mrs. Dorothy B. Jackson, president of the North Carolina Association of Classroom Teachers, displays the sample of the outfit that North Carolina delegates will wear to the National Education Convention July 2-7 at Minneapolis, Minnesota, as they campaign for Mrs. Elizabeth D. (Libby) Koontz for vice-president, and president-elect of the NEA. Others in the picture are Mrs. Della Perry, NCTA bookkeeper; Mrs. Mae Sue Henry, president - elect, NCACT; Mrs. Edna Richards, executive secretary, NCACT and Mrs. Ida F. Jenkins, president of the Greensboro Unit, NCTA.

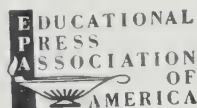
* * *

Subscription price \$1.50 a year

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 East Hargett Street, Raleigh, North Carolina.



Entered as second class matter January 15, 1930, at the post office, Raleigh, N. C. under the Act of March 3, 1879.

Thirteen Thousand Copies

North Carolina

Teachers Record

Official Publication of the North Carolina

Teachers Association

VOLUME XXXVII

MAY, 1967

NUMBER 3

CONTENTS

SPECIAL FEATURES

	Page
Highlights of the 86th Annual Convention	4-9
Dates to Remember	6
With Our Classroom Teachers	10-11
Proceedings of the Convention	12
"Libby" Asks for Support	16
Necrology Report	17
Classroom Teachers National Convention	24
People Write	25
Editorial — E. B. Palmer	27
A Visit to the Wright School	28
Wealthy Negroes Form New Group for Legal Rights	38-40
Attack on USOE Officials	44
NEA's Human Rights Book List On Negro Feats	46

ARTICLES

Vocational Agriculture — Its Real Purpose	32
Repetition: Professional Secret	34
Helping Handicapped Children in School	36
Hawaii and California Tours	37
Retired Teacher — VISTA Volunteer	42
Unusual New Aid Offered	45

GENERAL

Resolutions Adopted	18
P R and R State Workshop	30
NCTA Audit Report	26
NCTA Credit Union Audit Report	48

ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Bahamas Ministry of Tourism	1
Negroes Heritage	33
Wrigley's Chewing Gum	35
Haworth Teachers Agency	46
NCTA Credit Union	Inside Back Cover
Guidance Counselor With Stripes On	Outside Back Cover



PRESIDENT JONES REGISTERS FOR 86th ANNUAL CONVENTION — Dr. Rudolph Jones, president, NCTA receives kit and identification material from Mrs. Audrey G. Robinson of Winston-Salem. Seated are Mrs. Eva M. Pratt, and Mrs. Judith M. Settle of Durham.

Highlights of the 86th Annual Convention

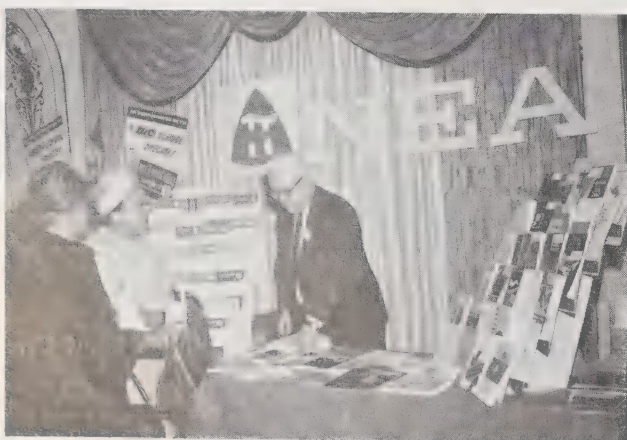


NON DELEGATE REGISTRATION — These young ladies assisted in the registration of visitors. Seated left to right: Mrs. C. M. Parker, Misses M. F. Dalton, Cynthia L. Ricks, Emma M. Braxton. Standing: Misses R. E. Jeffreys, Cathryn L. Thompson, Gurnia C. Michaux, and Diana J. Anderson.

The visitor is Mr. G. C. Corbett of Hillsborough.



INFORMATIONAL MAP OF BOOK MATERIALS DISPLAYED — Mr. Frank L. Wallace, a representative of the McGraw-Hill book company displays informational map on books available. Mrs. Irene W. Booker of Greensboro is asking questions concerning the material. Mrs. Mary Martin (at right) assists with the exhibit.



DELEGATES RECEIVE NEA MATERIALS — Left to right: Mrs. Vacelia Barber and Mrs. Hazel B. Paisley of Wilkes County receive valuable NEA material from John H. Starie, NEA Consultant for local associations.



HUMBLE OIL COMPANY REPRESENTATIVES CHAT WITH NCTA OFFICIALS — In the midst of the convention rush, time is taken to pose in front of the Humble Oil Refining Company exhibit. Left to right: William C. Cammack, Humble Oil & Refining Company representative of Manhattan; Mrs. Edna C. Richards, NCTA Exhibits Manager; E. B. Palmer, executive secretary, NCTA, and James E. Queen, Northeastern Region community relations coordinator for Humble Oil.

General Sessions

Delegates and visitors filled to near capacity the Central Civic Center, and their areas at the Jack Tar Hotel and Hillside School during the business session and general assemblies of the divisions, departments and sections. The 86th Annual NCTA Convention was held March 16-17 in Durham.

"Bridging the Gap Between Need and Opportunity" was the subject of Dr. Harry E. Groves' message. Dr. Groves, president of Central State University, Wilberforce, Ohio addressed the NCTA delegation on Thursday evening at the First General Assembly. Referring to the constitution of India, whose makers drew upon the Constitution of the United States for civil rights and civil liberties provisions, Dr. Groves stated that we are only now recognizing what India knew twenty years ago — that if peoples who have been long and systematically disadvantaged are to have any hope of leaping the gap, they must be given special and particular



DR. RUDOLPH JONES, PRESIDING

aid. "It is cruel to tell a man he can now compete for a job for which he has no skills. Obviously, if vocational opportunity is to have any meaning, he must not only be assisted to acquire the basic skills the job calls for, he must also be given a period of time to adapt the unfamiliar training to the unfamiliar job. He needs a period of "protective discrimination."

Just as India had, and still has the effects of her frightful system of caste, we had and still have the effects of two centuries of racial segregation and discrimination. A man to whom the doors of progress are closed has no incentive even to improve the quality of his performance in the job he holds, Dr. Groves said. This is the heritage of segregation which shackles many Negroes today. It is the responsibility of Negro leaders to try to help people reverse two centuries of spiritual damage due to segregation.

"White Americans," he stated, "especially those men of commerce and industry who control the economic, and therefore the social destinies of men, should be cognizant of and at least temporarily tolerant of the damage to the self-image of Negroes, created by the long period caste restrictions. Unlike his white colleague, who has spent his lifetime preparing for unlimited opportunities, and who has had generations of free and unrestricted forebearers behind him, the Negro only heard about these new opportunities yesterday."

At the Friday evening General Assembly, Dr. Pauli Murray, consultant, Office of Research and Reports, Equal Employment Opportunity Commission, addressed the group from the theme: "Individual Commitment to Professional Excellence." Reviewing the history of the Negro at the time of the Civil War, Dr. Murray recounted the chief argument against the abolition of Negro slavery as the assertion that Negroes were so incapable of taking care of them-



NEGRO LEADERS MUST TRY TO HELP REVERSE TWO CENTURIES OF SPIRITUAL DAMAGE OF SEGREGATION — Dr. Harry E. Groves, president of Central State University, is speaking on the subject "Bridging the Gap Between Need and Opportunity." "It is the responsibility of Negro leaders to try to help their people reverse two centuries of spiritual damage due to segregation. "White Americans should be cognizant of and at least temporarily tolerant of, the damage to the self-image of Negroes, created by the long period of caste restrictions," he is saying.

Dr. Groves spoke Thursday evening, March 16, at the first general assembly.

selves, if freed, the race would become extinct within 100 years. "On the contrary," she stated, "our resilience has been so great that, despite the tremendous cost of survival — family disorganization, inadequate training, the constant battle against feelings of inferiority, impaired health, and all the rest, we have increased our numbers fourfold during that period of time and have fought and clawed our way upward inch by inch against every barrier which diabolical minds could conceive.

We are only now beginning to fully appreciate the strength of our heritage and the pride we can take in this valiant struggle of our ancestors.



INDIVIDUAL COMMITMENT TO PROFESSIONAL EXCELLENCE — Dr. Pauli Murray, consultant, Office of Research and Reports, Equal Employment Opportunity Commission is addressing the Second General Assembly on the subject "Individual Commitment to Professional Excellence." Seated left to right are Mr. Theodore Speight, Mrs. Ruth B. Jones, the Reverend Lorenza Lynch, Mrs. Elizabeth Koontz, Mr. Nathaniel White, and Mrs. Marjorie Palmer.

Dr. Murray observed that, in the transitional phase of the Negro, the process of desegregation presents dilemmas. "We have built up parallel organizations to enable us to function more effectively. Now we are filled with apprehension over the possible loss of identity, of status, of opportunities for leadership and perhaps even the loss of jobs.

She challenged the teachers of Negro children to continue to wage the battle against deficiencies which result from poverty, community attitudes, low educational level of parents, and consequent low motivation.

Music for the first general session was furnished by the Hillside Chorus and band, under the direction of Mr. Joseph Mitchell. On Friday evening, the Stanly County Double Sextet sang under the direction of Mrs. P. B. Hinnant. Both groups performances greatly enhanced the convention's program.

Divisions, Departments and Sections



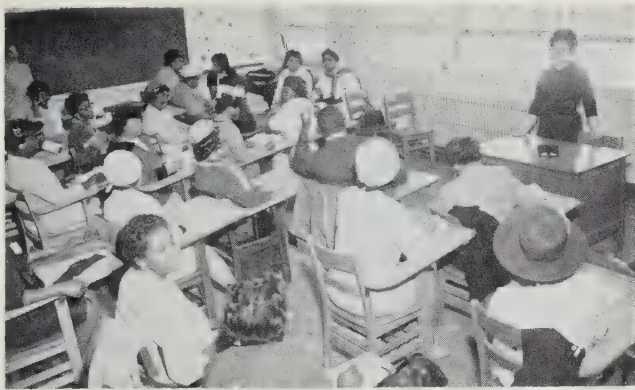
DIALOGUES ON INNOVATIONS — This is the topic being discussed by members of the Department of Supervisors on Thursday, March 16. Seated, left to right are, Mrs. M. B. Smith, secretary of the department; Dr. Frank A. Toliver, supervisor of High Schools; Mr. Lonnie J. Lockamy, Department of Public Instruction; Mr. Clinton Downing, supervisor, Project Control, ESEA; Dr. Frank B. Weaver, supervisor, Elementary Education; Mrs. Ruth L. Woodson, supervisor, Elementary Education; and Mrs. Dorothy P. Goodson, chairman, Department of Supervisors.

Standing: Mr. Clarence C. Watkins, vice-chairman, Department of Supervisors; and Dr. Walter Pace, professor, Education and Psychology, Fayetteville State College, Fayetteville.

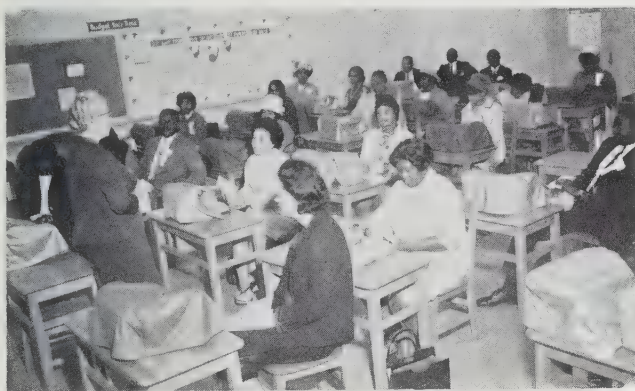
Participants on the program for the Department of Supervisors spoke from the following subjects: National Teacher Examination, Dr. Walter Pace; Impact of Federal Programs on the Curriculum, Mr. Clinton Downing; Human Relationships, Mrs. Ruth L. Woodson; Changing Role of the Supervisor; Dr. Frank Weaver; Techniques for Improving Supervision, Dr. Frank Toliver; Current Procedures for State Accreditation of Schools, Mr. Lonnie Lockamy.

DATES TO REMEMBER

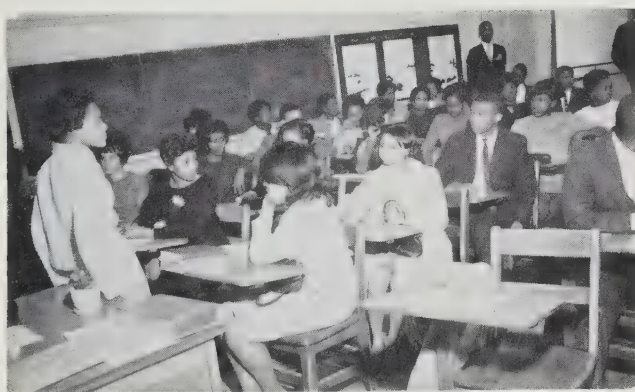
- May 20, 1967—Annual Hammocks Pilgrimage, Hammocks Beach, Swansboro
- June 10, 1967—NEA Delegate Orientation, Shaw University, Raleigh, 10:00 A.M.
- July 2-7, 1967—105th Annual Convention NEA, Minneapolis, Minn.
- July 9-21, 1967—Classroom Teachers National Conference, Bemidji, Minn.
- August 10-11-12, 1967—NEA-NCTA Leadership Conference, Hammocks Beach, Swansboro
- November 9-11, 1967—Classroom Teachers Southeast Regional Conference - NEA, Atlanta, Georgia
- April 4-5, 1968—87th Annual Convention, NCTA, Raleigh Memorial Auditorium



PSYCHOLOGICAL ASPECTS OF CULTURAL DEPRIVATION — Dr. Nancy Robinson, speaker for the Department of Teachers of Exceptional Children, emphasizes problems of discipline, and discusses language development between the deprived child and the mentally retarded in the middle class family.



NEW INNOVATIONS IN TEACHING SHORTHAND — Dr. Audrey V. Dempsey, professor, School of Business, East Carolina College, Greenville, North Carolina is speaking on new innovations in teaching shorthand. She demonstrated motivation devices, in the Department of Business Education, using a slide projector and tape recorder.



STUDENT NEA, SNEA DISCUSS "The Student Teacher in A Desegregated Situation." Standing is Miss Eula M. Battle of Whitakers, president. Seven chapters out of eleven are represented here.

The above representatives of the Student NEA SNEA met at Hillside High School during the convention and made plans for their spring conference scheduled for April.

The President, Miss Eula M. Battle of Whitakers will go to Norway in connection with the Four H. Program.

for MAY, NINETEEN SIXTY-SEVEN



TEACHING THE NEW ENGLISH — Dr. George L. White, director of Research and Educational Services, Harcourt Brace and World, Inc., New York lectures and demonstrates to the Section of English Teachers on "Teaching the New English" and the impact of new English on today's world. He stated that in this changing world an inarticulate student remains inarticulate until the teacher becomes articulate enough to guide his destinies in language changes that will affect him throughout his life.



SCHOOL LIBRARIES — WHAT LIES AHEAD? — Standing are Mr. David Hunsucker, supervisor, School Libraries, State Department of Public Instruction, Raleigh, discusses the topic "School Libraries — What Lies Ahead," with Mrs. Norma Royal, chairman, Department of Librarians.

Mr. David Hunsucker's remarks centered around changes taking place in the library profession — in-service facilities, techniques. He gave directions to librarians for implementing these changes by use of Federal Funds, retraining, professional libraries, recruiting persons who are really interested in library work, and re-direction of services.

The group met at the new ultra modern Hillside Library.

SUPPORT THE
HAMMOCKS PROJECT
SEE YOU MAY 20th

AT THE ANNUAL PILGRIMAGE



HILLSIDE BAND AND CHORUS CAPTIVATE AUDIENCE — The Hillside Chorus and Band, under the direction of Mr. Joseph Mitchell, captivate audience of the NCTA delegation on Thursday evening at the Central Civic Center, Durham.



CONFERENCE COORDINATORS — Left to right: R. A. Hunt, F. D. McNeill, Mrs. Grace R. Gray, a delegate from Durham County, and the Reverend Miles M. Fisher, IV.



LOVELY CONVENTION HOSTESSES — These lovely Hillside High School students served as hostesses during the 86th Annual Convention of NCTA. Left to right: Misses Denise Gaddy, Cynthia Ricks, Patricia Bigelow, Gail Joyner, Gurnia Michaux, Jacqueline Mangum, Ida Page, Coralene Smith, Patricia Ricks, and Diane Anderson.



STANLY COUNTY DOUBLE SEXTET — These are the members of the Stanly County Double Sextet who gave a superb performance on Friday night at the 86th Annual Conference. Front Row left to right: Mrs. Agnes Maske, Mrs. Burnetta Maske, Mrs. Adelaide Flake, Mr. Albert Sanders, Mr. Melvin Rush, Mr. Henry Eaton, Mrs. Bernice Eaton, Mrs. Bertha Hines, Mrs. Lazora Williams. Back Row: Mrs. Placidia Hinnant, Mr. Baxter Williams, Mr. Theodore Hinnant, and Mr. Glover Hines.

"Libby" Koontz Day

Tune: U. S. Marine Song

From N. Y. to California
Over all the U. S. A.
We are proud to wave our Banners
For it's "Libby" Koontz's Day!
She has reigned in many neighborhoods
She has reigned in many states
We'll be proud to claim the title
"Libby" President of N. E. A.!

Tune: Jesus Is All This World To Me

"Libby" means much to Greenleaf School
We're proud of all her works
We'll stand by her both day and night
And never give a shirk
When we need representation
We call on "Lib" the work is done
Down through the years
We've had no fears
She's Our Girl!

Written by Mrs. Ruby Edwards, teacher —
Greenleaf School, Goldsboro, N. C. and submitted
by Mr. A. C. Crowder, Principal.



THE PRESIDENT'S RECEPTION — President Rudolph Jones is receiving guests at his reception at the Jack Tar Hotel, Friday, March 17.

With Our Classroom Teachers

Search For Leaders Among Yourselves



Why Teachers Are Militant

"Professional Unity — Our Commitment" was the theme of the North Carolina Association of Classroom Teachers as they met in their business sessions, and for their programs during the 86th Annual Convention of NCTA, March 16, 17.

Mrs. Elizabeth D. (Libby) Koontz, immediate past president, NEA Department of Classroom Teachers, and a candidate for the office of Vice-President, President-Elect of the National Education Association, told the group that "you gave to me the background of experiences necessary. National gave me the support needed. We have had anxiety and success. All of this was made possible because someone in my state discovered potential leadership." She urged the teachers to search for more potential leaders among their groups; to keep alert on the legislative happenings, and to take time to write political representatives approval or disapproval of certain issues.

Mrs. Koontz asserted that, in the area of Professional Rights and Responsibilities, North Carolina Teachers are just as concerned that a superintendent be treated fairly as a teacher.

She urged the teachers to keep their membership strong and unified. "I am grateful to represent you, but I don't mean to stand alone," she said, "but with 50 states behind me."

As guest speaker for the Classroom Teachers Banquet, held at the Jack Tar University Ballroom, Mrs. Koontz spoke from the subject "Why Teachers are Militant." She stated that teachers have become frustrated because of the extra in-between services given, and the time demanded on a job. "I am not sure," she said, "that teachers are as militant as they must become." A reason for the increased momentum of teacher aggressiveness is a desire for a more reasonable delineation of roles and services. Teachers have been caught in the middle between the pincers of those who set the rules, and lay representatives. These lay representatives have said that teachers do not deserve consideration; and that the only thing they need is dedication.

"Teachers have been quite patient in the past," Mrs. Koontz observed. "With re-training they find fewer employers to let them share the benefits of their additional training. They have been docile, while men on the streets — poorly prepared politicians became self directors of education. "Many people who really wanted to teach have made decisions to go into other fields," she noted. "Teachers have realized that as long as the old system of paternalism exists, dedication and efficient service will avail them nothing. They realize that they have the right to participate in the final decision-making professional agreements."

"Much tension and frustration will go away if we are willing to accept changes," Mrs. Koontz concluded. Communities must be willing to accept new relationships with teachers as they do people in other professions. The Board should realize that, at times, some conflicts are necessary. Educational organizations must seek solutions for problems with dignity. Good faith is a prerequisite to orderly procedure. The right of the administrator to participate in seeking solutions of problems of teachers must be preserved. The administrator must be willing that the Board share in seeking these solutions. "Whatever is done must be agreed upon in the context of better education," she declared.



OFFICERS OF NCACT INSTALLED — E. B. Palmer, executive secretary, North Carolina Association of Classroom Teachers installs the new officers at the banquet on March 17, in the University Ballroom of the Jack Tar Hotel. Left to right: Mrs. Mae Sue Henry, Greensboro, president; Miss Mary E. Venable, Oxford, president elect; Mrs. Bertha J. Echols, Pittsboro, vice president; Mrs. Maxine Ormand Davis, Gastonia, secretary; and Mrs. Martha Hawkins Johnson, Durham, assistant secretary.



TRIBUTE TO RETIRED TEACHERS — Dr. S. E. Duncan, immediate past president North Carolina Teachers Association presents certificate of honor to Mrs. Anne Dunegan who accepts it in behalf of all retired teachers.



RECEIVE CITATIONS FOR RECRUITMENT — Left to right: Mr. Lonnie Burton presents citations to Mr. Theodore Linton, Hill Street School, Asheville; Miss Ratherline Simpson, Shiloh School, Buncombe County; and Mrs. Eleanor Carpenter, Livingstone Street School, Asheville. These teachers recently received the awards as building representatives for recruiting members from their respective schools for the Asheville Buncombe Teachers Association.

Awards Presented



LOCAL PROJECT RECOGNITION FOR GUILFORD COUNTY CLASSROOM TEACHERS — Left: Mrs. Annie McMillian, state chairman, Division of Classroom Teachers, presents Certificate of Recognition for the Guilford County Unit to Mrs. Irene W. Booker. This award was given by the NEA Department of Classroom Teachers for outstanding participation in the local project Recognition Program for 1966-67.

Proceedings Of The 86th Annual Convention

DURHAM, NORTH CAROLINA

MARCH 16-17, 1967

Theme: "Individual Commitment to Professional Excellence"

FIRST BUSINESS SESSION

Thursday, March 16, 1967

4:00 P.M.

Auditorium — Central Civic Center

Presiding: Dr. Rudolph Jones, president, NCTA

Prior to the convening of the First Business Session, Mr. John H. Gattis, convention organist, gave a very impressive organ prelude.

The First Business Session was opened by singing the National Anthem which was followed by the invocation by Reverend Miles Mark Fisher IV of Durham, North Carolina.

Necrology Report:

The delegate assembly paused to pay tribute to those dedicated NCTA members who had departed this life since our last Convention. Very appropriate background music was played as Mrs. Geneva J. Bowe read the names of the deceased members. After the names were read, the delegates bowed their heads for a few moments in silent prayer.

Minutes of Previous NCTA Convention:

The minutes of the 85th NCTA Convention were included in the Delegates' Manual which were distributed prior to the First Business Session.

It was moved by Mrs. Edythe R. Tweedy and seconded by Mrs. Geneva J. Bowe that the minutes be adopted as printed in the Delegates' Manual. The motion was carried.

Report of Rules Committee:

The proposed rules for the conduct of the Delegate Assembly of the NCTA were included in the Delegates' Manual.

It was moved by Mr. David Weaver and seconded by Mr. B. N. Cooke that the rules be adopted as printed in the Delegates' Manual. The motion was carried.

Treasurer's Report:

The treasurer's report was given by Dr. N. H. Harris, Treasurer, NCTA. In his report, he stated that we had on hand as of March 1, 1967 forty thousand, one hundred sixty five dollars and sixty-five cents (\$40,165.65) for current expenses. His report also included special assets

of twenty-two thousand, eight hundred fifty-eight dollars and twenty-one cents (\$22,858.21). For additional information, see report in the Delegates' Manual.

It was moved by Mr. Harold Cushenbury and seconded by Mr. Joseph Yarborough that the treasurer's report be received for information. The motion was carried.

Report of Board of Directors:

The report of the Board of Directors was given by Mrs. Edythe R. Tweedy, secretary, NCTA. The following recommendations were made by the Board:

1. The Board of Directors recommends to the NCTA delegate assembly, that the annual fee of the North Carolina Teachers Association be twelve dollars (\$12.00).
2. The Board recommends the adoption of the budget as arranged and presented by the Budget and Finance Committee.
3. The Board of Directors recommends that the 1968 Annual NCTA Convention of the North Carolina Teachers Association be held at the Memorial Auditorium in Raleigh, North Carolina on Thursday and Friday prior to Palm Sunday
4. The Board recommends the approval of the proposals for merger as presented by the NC-EA-NCTA Liaison Committee.
5. The Board recommends that we endorse Mr. John H. Lucas as a delegate to the WCOTP Conference to be held in Vancouver, Canada without any expense to the association.

It was moved by Mrs. Edythe R. Tweedy and seconded by Mrs. Alice Williams that the recommendations by the Board of Directors be received. The motion was carried.

Report of the Budget and Finance Committee:

During the Open Hearing each category of the budget was discussed and points for clarification were given. The reading of the budget was omitted since it was done in the Open Hearing.

It was moved by Mr. W. A. Foster and seconded by Mr. Harold Cushenbury and Mr. L. M. Hatton that the budget be adopted as printed in the Delegates' Manual.

Mr. Charles Marsh requested that we reconsider the budget for the Division of Elementary School Principals. It was his opinion that the cut was too drastic. No action was taken on his request.

Credentials Committee:

The report of the Credentials Committee was given by Mrs. Audrey G. Robinson. In her report, she stated the hours for registering during the Convention. She informed us that 695 delegates had registered prior to the First Business Session.

The following recommendations were submitted:

1. That a delegates' roster of each local unit of the NCTA, signed by the president and secretary, be submitted to the office of the Executive Secretary at least 72 hours prior to the annual convention each year.
2. That the delegates' roster include the names of all alternates.
3. That each bona fide elected delegate be given some form of identification to be presented to the registrars at the time of registration.

It was moved by Mrs. Audrey G. Robinson and seconded by Mr. Bernard Allen that the report of the Credentials Committee be adopted. The motion was carried.

Report of the Resolutions Committee:

It was moved by Mrs. Elizabeth L. Byrd and seconded by Mrs. L. J. Sledge that the resolutions as printed in the Delegates' Manual be adopted. The motion was carried.

Report of the Legislative Committee:

It was moved by Mr. Harold Cushenbury and seconded by Mr. C. W. Kellum that the report as printed in the Delegates' Manual be adopted. The motion was carried.

Professional Rights and Responsibilities Commission:

It was moved by Mrs. Henrietta Hatton and seconded by Mr. Bernard Allen that the report on Professional Rights and Responsibilities Commission be adopted as printed in the Delegates' Manual. The motion was carried.

Delegate Orientation:

Mr. J. H. Lucas, Chairman of the Delegate Orientation Committee stated that all persons selected as delegates are requested to meet on June 10, 1967 at Shaw University at 10:00 o'clock A.M. The joint meeting (NCTA-NCEA) will be held at 1:00 o'clock P.M. at the Presbyterian Church at the corner of Morgan and Salisbury Streets. He urged all delegates to be present. His report was given for information.

Note: The meeting has been changed to June 10, 1967, at the NCEA Center.

Report on Hammocks Beach:

Mr. W. R. Collins, Hammocks Beach Expansion Chairman, reminded us that the Hammocks

is not a part of the merger plan. He expressed the opinion that we have a golden opportunity to preserve the Hammocks. He asked us to increase our pledges in order to begin the expansion program.

Mr. Collins discussed the car raffle. He informed the delegate assembly that the profit from the car raffle will go toward the development of the Hammocks. He expressed his appreciation to all persons who are helping to make this project a success. The ticket sale will end on April 30, 1967. The drawing for the car will be held at the annual Pilgrimage Day on May 20, 1967.

A complete report on the Hammocks is included in the Delegates' Manual. The report by Mr. Collins was given for information.

Recommended Proposals for Merger of the NCEA-NCTA:

The joint Liaison Committee (NCTA-NCEA) developed proposals for merger of the North Carolina Education Association and the North Carolina Teachers Association. These proposals were first discussed at the Open Hearing of the NCTA delegates. Dr. Jones informed us that we could not alter the proposals submitted, but we could submit recommendations for the Liaison Committee. He also stated that our locals could send written recommendations.

It was moved by Mrs. Mae Sue Henry and seconded by Mr. O. N. Freeman that we discuss the proposals item by item and make recommendations on each one. The motion was carried.

Mrs. Mae Sue Henry proposed that the new association be named "The Education Association of North Carolina."

It was called to the attention of the delegate assembly that in Resolution V on the first line of "Be It Resolved," it states the following:

That the delegate assembly of 1967 review and approve, *alter* or reject the proposed terms of merger and submit to the individual membership the plan for a final vote. The resolutions were adopted by the delegate assembly which included Resolution V. Dr. Jones explained that the word *alter* should not have been in the resolution.

It was moved by Mrs. Elizabeth L. Byrd and seconded by Mr. William F. Monroe that the word *alter* be deleted from Resolution V.

A substitute motion was made by Mr. Eddie Byers and seconded by Mr. C. J. Barber that the delegate assembly review the proposed terms of merger and submit to the individual membership recommendations for a final plan of merger.

After much debate, and after Dr. S. E. Duncan called to our attention the fact that the two motions before the delegate assembly were out of order because we did not make a motion to reconsider the previous Resolution V, the motions were declared out of order.

No recommendation was given on the effective date of merger.

Dr. James T. Taylor stressed the importance of having what we are going to do included in the new Constitution.

The following recommendations were made by the NCTA delegates:

1. That the president of the NCTA will function as a co-president.
2. That the vice-president will automatically be promoted to president.
3. That the duties of the officers be spelled out, they are too loosely stated.
4. That the NCEA president serve for one year and the NCTA president serve for one year.
5. That local units consider the proposals as a whole and submit recommendations.

The following suggestions were submitted in writing to the secretary:

1. That the name of the new association be "North Carolina Teacher - Education Association, Inc."
2. That the State organization hold workshops throughout the State in order that local units be better informed.
3. That members on the Board of Directors be equally represented (for a 20 member Board —10 Negro and 10 white).

It was moved by Mrs. Mae Sue Henry and seconded by Mrs. Lina Culbreath that the Delegate Assembly accept the Liaison Committee's proposed plan of merger as a progress report and instruct the Liaison Committee to revise the plan by developing a detailed plan of merger after the plan has been submitted to local units which shall submit their views on the items. Such a detailed plan should then be submitted to either another delegate assembly or the individual membership for a final vote. The motion was carried.

It was announced by Mr. E. B. Palmer that the social would be held in the University Ballroom at the Jack Tar Hotel on Friday night, March 17, and that there would not be a business session at 7:45 A.M. on Friday morning. Other announcements concerning activities during the NCTA Convention were made.

After announcements, Dr. Jones declared the First Business Session adjourned.

FIRST GENERAL ASSEMBLY

Thursday, March 16, 1967

8:00 P.M.

Auditorium — Central Civic Center

Presiding: Dr. Rudolph Jones, president, NCTA

Prior to the First General Session the Hillside High School Chorus and Band, under the direction of Mr. Joseph Mitchell, gave a half hour concert.

The First General Session convened at 8:00 P.M. It was opened with invocation by Rev. W. D. Terry, pastor—West Durham Baptist Church, Durham, North Carolina.

The Explorer Troop Boy Scouts led the group in the Pledge of Allegiance which was followed by a beautiful organ rendition by Mr. John H. Gattis, Convention organist.

Very warm greetings were extended by Mr. Ernie Greup, chairman of the Travel and Convention Committee of the Chamber of Commerce for the City of Durham. He welcomed the group in a representative capacity for the Mayor of Durham who was unable to attend. Other greetings were extended by Mr. Lew W. Hannen, superintendent, Durham City Schools and Mr. Dennis M. McCaskill, principal, Merrick-Moore School, Durham, North Carolina, who represented Mr. Charles H. Chewning, superintendent, Durham County Schools.

Honoring of Retired Teachers:

Dr. S. E. Duncan presented a Certificate of Merit to Miss Annie Dunegan who has retired from the teaching profession. The certificate was given to Miss Dunegan on behalf of all retired teachers of 1966. Dr. Duncan in his presentation stated that Miss Dunegan deserves a great rest but he asked her and other retired teachers not to retire in their retirement because there is much work to be done.

Miss Dunegan expressed her appreciation for the certificate received and wished for continued growth of the teaching profession. She also stated that retired teachers did not have the desire to be idle and that she is planning to work during her retirement.

Presentation of Speaker:

Dr. Rudolph Jones, president of the North Carolina Teachers Association, presented Dr. Harry E. Groves, president, Central State University, Wilberforce, Ohio, to deliver the main address for the evening.

Dr. Groves discussed the subject "Bridging the Gap Between Need and Opportunity." He clearly pointed out the effects of discrimination, prejudice, and caste on the people of India and America. "People who have long been abused and disadvantaged know that they are not equal to the advantaged. They are not equal in education, in jobs or in hope. When a man has been told that he is free and equal, he does not automatically acquire the knowledge and skills which would permit him to take advantage of the newly described equality," stated Dr. Groves.

Dr. Groves emphasized that it is cruel to tell a man he can compete for a job for which he has no skills. "If the vocational opportunity is to have any meaning, he must not only be assisted in acquiring the basic skills the job calls for,

but he must also be given a period of time to adapt the unfamiliar training to the unfamiliar job," said Dr. Groves.

Men of good will must recognize that two centuries of exclusion from, non absorption into, the full life of the nation have had an effect far broader than unfamiliarity with job skills and job requirements," declared Dr. Groves.

"We had and still have the effects of two centuries of racial segregation and discrimination."

Dr. Groves stated that it is the responsibility of Negro leaders to try to help their people reverse two centuries of spiritual damage of segregation. Reversing patterns of behavior two centuries old is not easy anywhere nor for anyone. Enormous demands are made upon the minds of both the advantaged and the disadvantaged. Dr. Groves emphasized that we have only just embarked upon this exciting, dangerous and necessary venture in this country. If we are successful, many men will have figuratively stooped to lift their brothers to face equality.

The address made by Dr. Groves received a rousing applause.

Introduction of Platform Guests:

Dr. Lafayette Parker, past president, NCTA introduced the platform guests. The platform guests included the NCTA Board of Directors, College presidents, Members of the State Department of Public Instruction, consultants, members of the State Board of Education, past presidents of NCCPTA and NCCCPTA, State Board of Higher Education, United Forces for Education, North Carolina Education Association and professional staff, NCTA. Each profession was well represented.

After the announcements of various convention activities, Dr. Rudolph Jones, president of the North Carolina Teachers Association declared the First General Session adjourned.

SECOND GENERAL ASSEMBLY

Friday, March 17, 1967

8:00 P.M.

Auditorium — Central Civic Center

Presiding: Dr. Rudolph Jones, president, NCTA

Prior to the Second General Assembly, the Stanly County double sextet gave a delightful rendition of their talents in a half hour concert. Very impressive songs were sung. Mrs. P. B. Hinnant is director of this group.

The Second General Assembly was opened with the invocation by Father E. Nathaniel Porter, Vicar, Saint Titus Episcopal Church, Durham, North Carolina, which was followed by the National Anthem.

At this point, the audience was favored with beautiful organ music played by Mr. John H. Gattis, Convention organist.

Greetings were extended by Dr. Rudolph Jones, president of the NCTA.

Presentation of Speaker:

Mr. E. B. Palmer, executive secretary, NCTA, presented Dr. Pauli Murray, consultant for the Equal Employment Opportunity Commission, Washington, D. C., to deliver the address for the evening.

Dr. Pauli Murray gave a dynamic speech on the subject, "Individual Commitment to Professional Excellence." In her speech she challenged us to accept our responsibilities in many areas. She admonished us to take individual responsibility for high standards of performance at many levels. She quoted John W. Gardner as saying "we cannot have islands of excellence in a sea of slovenly indifference to standards."

She made us aware that if we demand a single standard we must be prepared to compete favorably in our professions and occupations with all persons. We will be expected to meet the highest — not the minimum standards of performance.

Dr. Murray reminded us that we are entering the competition at a time when we are still handicapped by the cumulative deprivations of our immediate past and at a time when standards generally for all skilled occupations and professions are becoming more rigorous. She stressed the need to demand and obtain both remedial instruction at whatever level we need it and opportunities for gaining experience in areas hitherto closed to us.

She was fully aware of frustrations inherent in our day to day work because we are living in a technological and social revolution which places particular stresses and strains upon the classroom teacher. "The untrained individual is being replaced by the machine. Future job opportunities will be found primarily in the more highly skilled technical and professional categories," said Dr. Murray.

She mentioned the various tests that are used in industry as well as in education to determine the individual's qualifications for employment, promotion to better paying jobs, or entrance into higher training. These tests have a built-in advantage for those who have been exposed to middle-class culture. Surveys show that disadvantaged minority groups on the average, score lower on such tests than the white majority.

Dr. Murray challenged us not to settle for mediocrity but to reach to the outer boundaries of our potential, to dedicate ourselves to high scholarship, seeking constantly more insight, more knowledge and more self-growth.

She reminded us that the teachers who have meant most to us in our own development have been those who combined competence with crea-

tivity, who fired our imagination, inspired and challenged us.

Dr. Murray ended her most inspiring message with Sir Isaac Newton's response when he was publicly acclaimed for his discovery of gravity. He said, "I have stood on shoulders of giants." In comparison with Newton's statement, Dr. Murray asked, "who knows what one of you here tonight standing on the shoulders of those stalwart teachers of your youth may not be the giant upon whose own shoulders stands a child with the same potential as Isaac Newton?"

Response:

Mrs. Ruth B. Jones, Vice-President, NCTA, gave an excellent response to Dr. Murray's address.

Special Remarks:

Mrs. Elizabeth D. "Libby" Koontz, immediate past president, NEA, Department of Classroom Teachers, expressed her appreciation for our united efforts in her campaign for vice-president, president-elect of the National Education Association. She called to our attention that "leadership" is a lonely road and that she needed our support more than ever. She challenged us to go back to our counties and solicit the memberships of all persons who have not joined the NCTA. She stressed the need of a solid body just as strong as we have ever had.

Mrs. Koontz expressed her gratitude for the opportunity to be a candidate for vice-president—president-elect of the NEA.

Introduction of Platform Guests:

Mrs. Ruth B. Jones introduced the platform guests. They included the NCTA officers, Members of the Southeastern Region Bar Association, Business and Civic leaders, NCTA professional staff and Members of the State Board of Education.

Announcements:

The announcements were made by Mr. E. B. Palmer, executive secretary, NCTA. He read a communication from the Jack Tar Hotel inviting the NCTA Convention again in 1969. He also read a communication from the Robert E. Lee Hotel in Winston-Salem, North Carolina, inviting the 1969 delegate assembly to Winston-Salem. He reminded the delegate assembly of the President's Reception which would follow immediately after the adjournment of the Second General Assembly and the social in the University Ballroom in the Jack Tar Hotel.

Remarks:

After remarks by Dr. Rudolph Jones, president, NCTA, he declared the Second General Session adjourned.

Dr. Rudolph Jones, President
Geneva J. Bowe, Acting Secretary

"Libby" Asks For Support



"In special remarks on Friday night at the General Assembly, Mrs. Elizabeth D. (Libby) Koontz, told her audience: "This is perhaps the last time we will be together as a group. Your support will put me in the position of vice-president, president-elect, NEA, not to promote one of your own, but to advance others."

"When you have given me this honor that I shall have in Minneapolis, I shall need you. There are decisions to be made. At times you're alone. You have to take a stand and sometimes live with that stand when at times your own people do not understand. The day of the alibi has passed; but we must also remember that one does not overcome 300 years of handicap in thirty days.

Wherever you put me, there must be a group of members behind me. "Go get our members," she urged, "and keep them. "I'm willing, but I don't mean to stand alone."

**SUPPORT YOUR CANDIDATE
FOR NEA VICE PRESIDENT-
PRESIDENT ELECT
"LIBBY" KOONTZ**

Report Of Necrology Committee

MARCH 16, 1967

My name, and my place, and my tomb, all forgotten,
The brief race of time well and patiently run,
So let me pass away, peacefully, silently,
Only remembered by what I have done.

—Bonar

IN MEMORIAM

Name	School	Position - Grade - Subject
Willie M. Cade	Lincoln Elementary	2nd Grade
Mrs. Creola Sumner	Monroe St. School	1st Grade
Mrs. Lena Duncan	Salisbury City Unit	Retired
Mrs. Sally J. Thigpen	Cumberland County	1-3 Grades
Mrs. Bessie Ledbetter	Peterson	4th Grade
Mrs. Simonetta J. Pickett	New Bern City Unit	Retired
Charles E. Forte	South Green High	8th Grade
Somon Craine, Jr.	Central High	Music & 8th Grade
Shadrick H. Barrow	Queen Street High	7-8 Grades
Mrs. Rosa H. Faulk	New Hanover County	Retired
John M. Howie, Sr.	Williston Senior High	
Fred E. Williams	William H. Blount	Principal
Mrs. Roberta Brinson	Rose Hill Elementary	1st Grade
Mrs. Tibitha Stevens	P. W. Moore Elementary	5-6 Grades
Rev. H. R. Reaves	Grifton Elementary	Principal
Mrs. Luna P. Newsome	Hawkins High	Math & Science
R. Herndon Toole	Lockhart	Principal
Mrs. Kathlyn Flood	W. S. Creecy	7th Grade
Miss Maggie Jones	Columbus County	Elementary
Mrs. Rosa M. White	East Side	4th Grade
W. H. Davenport	C. M. Eppes	Principal - Retired
Mrs. Penny H. Suggs	Frink High	3rd Grade
Mrs. Lucy Kornegay	Woodington High	3rd Grade
Ernest L. Fair	S. French Broad High	Math - Civics
Miss Catherine Slaughter	Herring Elementary	2nd Grade
Miss Lois B. Harrison	Willow Grove Elementary	3rd Grade
Mrs. Onethia Porter	Riverview Elementary	3rd Grade
Mrs. Dora Newsome	Hertford County	Retired
Mrs. Flossie Vinson	Riverview Elementary	2nd Grade
Robert Kiser	Kennedy Jr. - Sr. High	7th Grade
Mrs. Carrie Bridges	Fourteenth Street	2nd Grade
Mrs. Ernestine Buffaloe	Gumberry High	English

J. W. Wiley, chairman

The above report was read by Mrs. Geneva Bowe, immediate past recording secretary of the North Carolina Teachers Association.

Resolutions Adopted At The 86th

Submitted to the Delegate Assembly,
March 16, 1967, and adopted.

Resolutions are designed to serve as law and guiding principles of the Association within the frame work of the Association's Constitution. Once adopted by the delegate assembly, such resolutions stand in force as the official position of the Association, until action is taken by the delegate assembly to change or delete the existing position. With this point of view established, the Resolutions Committee submitted the following new or revised resolutions for the consideration of and adoption by the Eighty-Sixth Annual Delegate Assembly of the North Carolina Teachers Association on the Sixteenth day of March in the year of our Lord nineteen hundred and sixty-seven.

I

PROFESSIONAL NEGOTIATIONS

WHEREAS: The educational programs of our State continue to show the need for the total involvement of the total profession; and,

WHEREAS: The American Association of School Administrators and the NEA Department of Classroom Teachers have jointly agreed, that bargaining for fringe benefits, salaries, supplements, written personnel policies, curriculum, etc., be entered into at the local level between classroom teachers, administrators and boards of education; therefore,

BE IT RESOLVED: That Professional Negotiations be established at the local level between classroom teachers, administrators and boards of education.

II

TEACHERS LOAD TEACHER ASSIGNMENT

WHEREAS: Additional responsibilities are being placed upon teachers and consequently teachers are overburdened with large classes, co-curricular activities and clerical details and it is increasingly difficult to insure an effective teaching-learning climate; and,

WHEREAS: The North Carolina Teachers Association is an integral part of the United Forces for Education; and,

WHEREAS: Our representatives have jointly developed the 1967 UFE Legislative program; and,

WHEREAS: We believe that the UFE 1967 Program is very sound and feasible, therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorses the total UFE Legislative Program for 1967.

III

TEACHER CONTRACTS

WHEREAS: Tenure and fringe benefits are conducive to high teacher morale and a necessary sense of security, and

WHEREAS: The present legislation before the North Carolina General Assembly provides for the restoration of continuing contracts for teachers, therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorse legislation to the North Carolina General Assembly to provide continuing teachers contracts.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association encourage the members of the legislature to enact tenure laws which protect the job security of all teachers.

BE IT ALSO RESOLVED: That the NC-TA endorses the UFE continuing contract and Fair Dismissal Policies proposals.

IV

FEDERAL AID TO EDUCATION

WHEREAS: A large degree of poverty exists in many of the school communities of North Carolina; and,

WHEREAS: Locally appropriated funds have not been sufficient to develop the complete program of education in all schools in North Carolina; therefore,

Annual NCTA Convention

BE IT RESOLVED: That the North Carolina Teachers Association fully endorse increased federal aid to education; and

BE IT FURTHER RESOLVED: That local units become fully informed on the laws governing the guidelines of the Federal Government, and local school administrative units be encouraged to follow the guidelines of the Federal Government in the distribution of all funds.

V

MERGER OF PROFESSIONAL ORGANIZATIONS

WHEREAS: The establishing of one strongly united professional teachers association in North Carolina is desirable; and,

WHEREAS: The delegate assemblies of 1965 and 1966 have endorsed the idea of merging the NCEA and NCTA; and,

WHEREAS: The Liaison Committee of NCEA and NCTA have sent forth a plan for terms of merger; and,

WHEREAS: The merger of the Associations in North Carolina affects each member individually and collectively; and,

WHEREAS: One of the problems identified with the unification proceedings in other states is that of moving too hastily into unification without closely analyzing the terms of that unification by all members concerned; therefore,

BE IT RESOLVED: That the delegate assembly of 1967 review and approve, alter or reject the proposed terms of merger and submit to the individual membership the plan for a final vote.

VI

DESEGREGATION OF PROFESSIONAL PERSONNEL

WHEREAS: Many Negro teachers are subject to the loss of position because of the redistricting of the student population within our various city and county administrative units, because of consolidation and desegregation; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association work toward full implementation of the Guidelines; and,

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association support the stand of the Commissioner of Education, Harold Howe, II and his staff, in the implementation of the School Desegregation Guidelines.

VII

FUTURE TEACHERS OF AMERICA And STUDENT NATIONAL EDUCATION ASSOCIATION

WHEREAS: The Association reaffirms its belief in FTA and Student NEA organizations as a means of enhancing the teaching profession; and,

WHEREAS: The FTA and SNEA organizations are affiliated sections of the North Carolina Teachers Association; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association urge all locals to support the State Programs in fostering such organizations as the FTA in the High Schools and the Student NEA in institutions preparing teachers respectively.

VIII

NEA DUSHANE FUND FOR TEACHER RIGHTS

WHEREAS: The situation resulting from consolidation and desegregation of schools already consummated, have caused some teachers to lose their jobs; and,

WHEREAS: Some educators are dismissed or displaced on unethical and nonprofessional basis; and,

WHEREAS: The Million Dollar Fund has been changed to The NEA DuShane Fund for Teacher Rights which is designed to provide legal and other necessary assistance to all qualified personnel who are displaced on a national level; and,

WHEREAS: The National Education Association through a proclamation, has declared May, 1967 as "TEACHER RIGHTS MONTH"; therefore,

BE IT RESOLVED: That local units continue to work diligently to promote and support the DuShane Defense Fund for Teacher Rights.

BE IT FURTHER RESOLVED: That the NCTA declare May, 1967 as "TEACHER RIGHTS MONTH" in North Carolina

BE IT ALSO RESOLVED: That every effort be made to collect \$1.00 for each teacher in the NCTA by May, 1967, to be sent to the National Education Association.

IX

NCTA DUSHANE DEFENSE FUND

WHEREAS: The Association believes, that the professional welfare of educators must be protected; and,

WHEREAS: The Association believes, it must provide much of the means by which such protection is to be available on the State Level; and,

WHEREAS: The Donald DuShane Memorial Defense Fund is the means by which this protection can be secured; and,

WHEREAS: The National Education Association through a proclamation, has declared May, 1967 as "TEACHER RIGHTS MONTH"; therefore,

BE IT RESOLVED: That every local unit NCTA be urged to include in its annual budget, an amount of at least fifty cents (.50) per teacher for the DuShane Defense Fund. Forty cents of this is to be sent to NCTA. The remaining ten cents (.10) is to be kept in the local funds for defense aid.

X

THE HAMMOCKS

WHEREAS: The Hammocks Beach property has been held in trust primarily for the use and benefit of the members of the NCTA for 16 years; and,

WHEREAS: Minimal progress in the development of the property has been realized during all these years; and,

WHEREAS: This property is now and will continue to be at the disposal of the teachers for development; and,

WHEREAS: Further development of the property is essential in order for the teachers to enjoy its abounding potential resources; therefore,

BE IT RESOLVED: That the NCTA Board of Directors devise a plan to assist in the development of Hammocks by creating a new system of financial aid and/or a direct grant, larger than that provided in the current budget.

XI

NCTA PROGRAMS

WHEREAS: The NCTA has and is offering and supporting many and varying programs; and,

WHEREAS: The NCTA strongly feels the worth and value of these programs; therefore,

BE IT RESOLVED: That the local, district and state associations re-affirm, continue to support and participate in the following: Hilda Maehling Fellowship, NEA-NCTA Insurance Plans, NEA Mutual Fund, Credit Union, Hammocks Beach, National and State Officers, Leadership Conferences, State Workshops, and Annual Conventions.

XII

APPRECIATION

WHEREAS: The North Carolina Teachers Association has been signally honored by having had one of its members serve the high national office of President of the Department of Classroom Teachers; and,

WHEREAS: Mrs. Elizabeth Duncan Koontz has served in the above position with distinction, dignity and honor; and,

WHEREAS: The world is cognizant of the excellent job done in the capacity of President of the Department of Classroom Teachers, NEA, therefore,

BE IT RESOLVED: That the NCTA expresses its appreciation to Mrs. Elizabeth D. Koontz for having represented us and the Nation so well.

XIII

APPRECIATION

The North Carolina Teachers Association expresses its deep appreciation to its President, its Executive Secretary and his staff, the planning committees, the program participants, the City of Durham, the officials of the Jack Tar Hotel and the Durham County and City Units of the North Carolina Teachers Association for their untiring efforts and unselfish services in making this convention a success.

XIV

IMPLEMENTATIONS OF RESOLUTIONS

WHEREAS: These resolutions express the desire of the members of the North Carolina Teachers Association for continued efforts in some areas and for new efforts in others; therefore,

BE IT RESOLVED: That the Assembly call upon the Board of Directors of the North Caro-

lina Teachers Association to work unceasingly to see that these resolutions and past resolutions are implemented.

Note: The above adopted resolutions and those listed below, serve as the basis for the working program of the North Carolina Teachers Association for 1967-68 for local, district and state associations. Full implementation is encouraged.

Respectfully submitted,

Resolutions Committee

Mr. W. T. Booker, chairman, Mrs. Elizabeth L. Byrd, Mr. Z. V. Gordon, Mr. W. H. Booker, Mr. J. A. Gibson, Miss Maude Freeman and Mr. C. C. Griffin.

OTHER STANDING RESOLUTIONS

I

VOCATIONAL EDUCATION INDUSTRIAL AND VOCATIONAL SCHOOLS

WHEREAS: Industrial, vocational schools and/or community colleges are being established throughout the state to provide training in skills related to employment in new industries developing in North Carolina; therefore,

BE IT RESOLVED: That the State Board of Education and other state and federal agencies concerned provide for all qualified applicants in the respective areas to attend courses in these industrial units according to their residence and educational qualifications.

BE IT FURTHER RESOLVED: That we urge the State Board of Education and other State and Federal agencies to make every attempt to seek out and hire some qualified Negro instructors in these Industrial, Vocational Schools and Community Colleges.

BE IT ALSO RESOLVED: That all qualified applicants be considered for employment in such institutions, on all levels.

II

KINDERGARTEN PROGRAM

WHEREAS: There are differences in the maturity, economic, social and cultural background of beginning children; and,

WHEREAS: It is believed that systematic training and guidance for the pre-school child is essential for future growth and development.

BE IT RESOLVED: That we urge the establishment of publicly supported kindergartens in the North Carolina Public Schools.

III

PROFESSIONAL EXCELLENCE

A. Professional Growth

BE IT RESOLVED: That the North Carolina Teachers Association encourage the participation of teachers in the state-wide in-service education program.

B. Inter-Visitation of Teachers

We recommend that local communities and the state promote programs of voluntary visitation and exchange of teachers so as to promote professional growth.

C. NCATE

We recognize the National Council for the Accreditation of Teacher Education (NCATE) as an accrediting agency for the teaching profession, and that the activities of the Council are restricted because of a limited staff and means. The North Carolina Teachers Association urges the National Education Association to give continued support to the Council so that it might extend its services to all institutions that engage in the training of teachers.

D. Self-Study and Accreditation

BE IT RESOLVED: That all agencies within the state assume a greater role in working for accreditation of schools.

IV

EQUAL OPPORTUNITIES

A. Equal Opportunities in State Government

The North Carolina Teachers Association notes with interest and concern reports of the limited number of Negroes employed in the State Government positions.

This assembly calls upon the president of the association to appoint a special committee (to include the Executive Secretary) to make a study of all state agencies to ascertain the number of Negroes employed in such agencies and in what positions, and to ascertain the hiring policies and practices of such agencies.

The committee should meet with the heads of state agencies, boards and commissions to become more intelligent about the area of work of each, to urge upon them equal opportunity policies where they do not now exist and to offer assistance in the implementation of such policies where they do exist and may otherwise be established.

B. Political Equality

The North Carolina Teachers Association believes that every teacher has the right and obligation to be an informed and active citizen, with

full political equality in the exercise of his rights in voting and discussing political issues, and accordingly believes that American teachers in our schools should share the freedom of all citizens and inevitably varying opinions concerning public issues, and since the common good depends upon the free search for truth and its exposition, we urge all local units to work with local school boards of education in the formulation of policies to assure teacher equality in the exercise of their rights in voting and discussing political issues, and participating actively in the political and governmental processes.

V

PROFESSIONAL COMMITMENT

A. Support of Professional and Other Organizations

Since all members of the North Carolina Teachers Association derive benefits from their professional organizations and such organizations as the National Association for the Advancement of Colored People and the Southern Regional Council, and the teaching personnel for our group only improves its professional standards by full support of its professional organizations.

The North Carolina Teacher Association will continue to urge all teachers to give financial and moral support to the local unit, local Classroom Teachers Association, District Meetings and programs of NCTA, the Annual Leadership Conference, the National Education Association and other professional organization.

We further urge each member of NCTA to support the NEA's membership goal.

B. Teacher Education and Professional Standards

BE IT RESOLVED: That individual school facilities be encouraged to organize school workshops on actual classroom problems rather than having teachers participate half-heartedly in programs suggested by others.

BE IT FURTHER RESOLVED: That personnel chosen as consultants be persons who can actually contribute to the experience of the participants, and, that local units of the North Carolina Teachers Association be encouraged to appoint TEPS committees.

These committees should be encouraged to study problems related to professional standards, the placement of teachers, preparation of teachers, and the problem of drop-outs in their local units.

VI

ACADEMIC EXCELLENCE

A. College Entrance Requirements

BE IT RESOLVED: That all of the colleges in the state be urged to agree on a cutting score sufficiently high to insure standards of college work comparable to standards in other institutions of the same rank.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association urge all colleges to adhere strictly to the score agreed upon in order to see that students put forth the maximum effort to improve scores rather than seek a college with lower requirements.

BE IT FURTHER RESOLVED: That all high schools be informed of the Scholastic Aptitude Tests requirements and of the scores earned by their graduates in order that they may be inspired to insist on a higher level of achievement from graduates desiring to be recommended for college.

B. Education of Exceptional Children

WHEREAS: There is an increasing recognition of the wide range of individual characteristics that prevail in every classroom, and some children differ to such a degree that special education classes are needed to meet their varying educational needs, abilities and there is a definite lack of adequate facilities and staff personnel in most of our schools to meet the needs of those children who are retarded, non-educable, handicapped, and/or the many gifted children whose potentialities should be fully developed.

BE IT RESOLVED: That these services be expanded to include all schools.

C. Compulsory School Attendance

BE IT RESOLVED: That the North Carolina Teachers Association through the legislative committee urge the General Assembly to remove some of the exemptions in the compulsory attendance law which permit many children to be kept out of school for long period, and to appropriate funds to secure additional personnel to work for the enforcement of the provisions of the law. We further urge local administrative units to avail themselves of these attendance counselors.

D. Drop-Outs in Public Schools

BE IT RESOLVED: That the North Carolina Teachers Association give support to all social, civic, and professional organizations within the state working to keep our students in schools.

BE IT FURTHER RESOLVED: That more attention be given to a more meaningful curriculum and enlightened guidance efforts to meet the needs of all students so as to minimize drop-outs from the public schools.

VII

NORTH CAROLINA TEACHERS ASSOCIATION

A. Credit Union

BE IT RESOLVED: That the delegate assembly strongly affirms its faith in the NCTA

Credit Union and strongly urges each member to make an investment therein in an effort to make ourselves, financially, more self sufficient. In this connection this assembly strongly urges (1) that each member of the NCTA participate in the share-of-the-month plan which would commit each member to purchase a minimum of one share per month (2) that each local unit of the NCTA establish a Credit Union Committee to promote the Credit Union and (3) that principals work closely with their teachers and take the lead in joining and supporting the Credit Union.

Highlights: 1966 - 1967 and 1965 - 1966 Estimates - N. C.

Statistics of Public Elementary and Secondary School Systems

	School year		Change	
	1966-67	1965-66	Amount	Percent
Basic administrative units:				
Total school districts	169	169	0	0
Operating school districts	169	169	0	0
Nonoperating school districts	—	—	—	—
Pupil enrollment:				
Fall—Total	1,183,690	1,181,552	2,138	0.2
Elementary	849,848	850,979	- 1,131	- 0.1
Secondary	333,842	330,573	3,269	1.0
Cumulative—Total	1,208,245	1,204,351	3,894	0.3
Elementary	869,395	869,213	182	*
Secondary	338,850	335,138	3,712	1.1
Average daily membership	1,171,998	1,164,652	7,346	0.6
Average daily attendance	1,112,250	1,101,988	10,262	0.9
Number of high-school graduates	65,300	66,187	- 887	- 1.3
Instructional staff	51,047	48,631	2,416	5.0
Classroom teachers:				
Total	46,447	44,240	2,207	5.0
Elementary school	32,334	30,690	1,644	5.4
Secondary school	14,113	13,550	563	4.2
Men teachers	10,150	9,986	164	1.6
Women teachers	36,297	34,254	2,043	6.0
Average annual salaries:				
Instructional staff	5,763	5,523	240	4.3
All classroom teachers	5,604	5,373	231	4.3
Elementary-school teachers	5,512	5,285	227	4.3
Secondary-school teachers	5,780	5,560	220	4.0
Receipts (in thousands):				
Total revenue and nonrevenue receipts	593,280	542,331	50,959	9.4
Revenue receipts by source:				
Total	523,280	488,691	34,589	7.1
Federal	76,377	55,632	20,745	37.3
State	333,903	323,359	10,544	3.3
Local, intermediate, and other	113,000	109,700	3,300	3.0
Nonrevenue receipts	70,000	53,640	16,360	30.5
Expenditures (in thousands):				
Total expenditures	558,443	529,063	29,380	5.6
Current expenditures for elementary and secondary day schools	456,904	429,870	27,034	6.3
Current expenditures for other programs (community services, community colleges, adult education, etc.) when operated by local school districts	13,039	10,993	2,046	18.6
Capital outlay	78,000	78,000	0	0
Interest on school debt	10,500	10,200	300	2.9
Current expenditure for elementary and secondary day schools per pupil:				
In average daily membership	390	369	21	5.7
In average daily attendance	411	390	21	5.4

* Less than 5% of 1%

24th Classroom Teachers National Conference

Bemidji State College

Bemidji, Minnesota

July 9 - 21, 1967

THEME — Professional Unity—Our Commitment

PURPOSE: In-service Education, Professional Development, Leadership Clinics for Local and State Officers, Fellowship with Other Classroom Teacher Leaders.

HOST: Bemidji State College, Bemidji, Minnesota.

SPONSOR: NEA Department of Classroom Teachers.

DATES: July 9 - 21, 1967 — The Conference period, planned on the basis of all participants remaining for the entire Conference, is a full 12 days.

COST: The total cost of the Conference is \$110 (an additional \$15 will be charged those who wish single rooms). Included in this figure is the \$15 preregistration fee. The remaining \$95 (\$110 for single room) will be paid to Bemidji State College at the time of final registration on campus. The total \$110 (\$125 for single room) covers housing for the 12-day period, meals for 10 days (conferees are on their own Saturday and Sunday, July 15 and 16) and regularly-scheduled Conference program and events.

REGISTRATION: Registration will be limited to 350 people to provide maximum opportunity for professional growth and leadership training. Preregistration is required to guarantee your reservation. NEA membership is a prerequisite for all participants. Registration may be cancelled in case of emergency, and the \$15 preregistration fee refunded any time prior to June 10.

CREDIT: Everyone who attends the Conference will receive a certificate of attendance to present to local boards of education as evidence of in-service growth. Those who wish may enroll for 3 term hours certified by the College at the regular tuition fee of \$30.00 (fee subject to change by the Minnesota legislature now in session). Conference course will be listed as Ed. 560, **Problems in Education**. Since transfer of credit between institutions of higher education is not automatic, any participant expecting to transfer this credit toward a degree program at another institution should consult with his advisor to ascertain in advance whether or not this credit is acceptable as part of such a degree program.

PROGRAM: The two-week Conference follows a lecture-discussion pattern consisting of morning and evening general sessions and small afternoon work groups. The program is tentatively planned to include two major category areas: (1) the role of the Federal Government in support of public education focusing primarily on the several current Federal programs in which many schools participate; and (2) a leadership training laboratory developed in conjunction with the staff of the National Training Laboratories, NEA.

LIVING ACCOMMODATIONS: Living accommodations will be provided in Oak Hall, a modern elevator-equipped dormitory with a telephone in each room, located on the 74-acre lakeside campus. Since the NEA Convention ends on Friday, July 7, and the Conference does not begin until Sunday, July 9, arrangements have been made to permit participants who wish to arrive on Saturday, July 8. A charge of \$2.75 (\$4.00 for single room) will be made for the additional night's lodging. All conferees are expected to leave the campus by 3 p.m. on Friday, July 21.

All meals will be served in the Upper Dining Hall of the Food Services Building. The first regular meal of the Conference will be served on Sunday evening, July 9, at 6:30 p.m. The last meal will be luncheon on Friday, July 21. Meals will be available in the college cafeteria for those who arrive on Saturday or early Sunday, July 8 and 9, and again on Saturday and Sunday, July 16 and 17, for those who are on campus.

RECREATION: A well-rounded recreational program including a fish-fry and banquet will be woven into the Conference schedule. College facilities available to conferees include an Olympic-size swimming pool in the College gymnasium, lake swimming at Diamond Point, tennis courts, boat house and snack bar.

The northern Minnesota lakes area, truly a sportsman's mecca, lends itself to a wide variety of sports — swimming, water-skiing, sailboating. There are miles of canoe routes through rivers and lakes, woodland trails for hiking, unparalleled fishing and game hunting. Conferees wishing to enjoy weekend sightseeing might well include Itasca State Park, source of the Mississippi, or open pit iron mines in Hibbing. Bemidji is

headquarters for the Chippewa Indian Nation, and to the north is Red Lake, a 10,000-acre, self-contained Chippewa Reservation. Bemidji itself boasts memorabilia of the exciting saga of Paul Bunyon and his blue ox, Babe.

Conferees wishing to enjoy a post-conference family vacation will find Bemidji in the center of a summer vacationland. Information on camping and resort accommodations is available from the Bemidji Chamber of Commerce. (Other sources of information include the Chambers of Commerce of Brainerd, International Falls, Park Rapids and Grand Rapids.) Winnipeg, 250 miles northwest of Bemidji, is the site of the Pan American Games which will be in session from July 22 to August 7.

WARDROBE: Informal clothing and comfortable walking shoes will be appropriate at all times. Typical summer clothes are appropriate during the daylight hours, but heavy sweaters or jackets are necessary for the chilly evening hours. Slacks are suggested for those who plan to hike or visit the forest areas.

TRANSPORTATION: Bemidji is easily accessible by Great Northern and Northern Pacific Railroads and Greyhound Bus Line. North Central Airlines has regularly-scheduled service from Minneapolis to Bemidji's Municipal Airport. For those who plan to drive from Minneapolis, take U.S. 10 to Little Falls, then U.S. 371 to Bemidji.

People Write

WESTERN UNION

755A EST MAR 16 67 AA002
A A WA329 NL PD 1 EXTRA
FAX WASHINGTON DC 15
IR RUDOLPH JONES President
North Carolina Teachers Association
Jack Tar Hotel, Durham, North Carolina

The National Education Association salutes you and the 13,000 members of The North Carolina Teachers Association as you continue to exert leadership in education. We applaud you for your legislative program which includes improvements in continuing contracts and teachers' salaries. We commend you for your outstanding defense of teachers in protecting their rights as educators and citizens. As you discuss the terms of merger under the capable guidance of your executive secretary, E. B. Palmer, we hope you will give serious consideration to positive action.

IRVAMAE APPLGATE, President
National Education Association

N.A.A.C.P. LEGAL DEFENSE AND EDUCATIONAL FUND, INC.

10 Columbus Circle, New York, N. Y. 10019

March 31, 1967

Mr. Robert L. Williams
P. O. Box 493
Windsor, North Carolina

Dear Mr. Williams:

The excellent Secretary of N.C.T.A. has just forwarded to me a check in the amount of \$143.00, which sum represents a contribution from your Bertie County Education Association to the Legal Defense and Educational Fund. Mr. Greenberg and I thank you for this continuing evidence of your confidence in this Organization.

The current efforts which involve the liquidation of so-called State Teacher Associations must be watched with keen eyes. After mergers we should not have more problems than we now have.

The Legal Defense and Educational Fund has worked with you and other thoughtful teachers of North Carolina in equalizing the salaries of Negro Teachers, desegregating publicly supported colleges and universities, legally doing away with segregation in the public schools of the Nation and defending the professional and employment rights of Negroes.

The work ahead is different and difficult. The contribution which you and your Associates have just sent us will assist this Organization in planning carefully the path for education in the days ahead.

Sincerely yours,
John W. Davis
Special Director
Teacher Information and Security

WESTERN UNION

708P EST MAR 15 67 AA310
A LLK258 NL PD ATLANTA GA 15
DR. RUDOLPH JONES, President
North Carolina Teachers Association
Jack Tar Hotel, Durham, North Carolina

The National Education Association, Southeast Regional Office sends best wishes for a successful Convention. Thank you for your untiring efforts this past year for the United Teaching Profession and in advancing the cause of education in North Carolina.

JAMES H. WILLIAMS, NEA
Southeastern Representative

AUDIT REPORT

NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, North Carolina August 31, 1966

North Carolina Teachers Association, Inc.
Raleigh, North Carolina
Ladies and Gentlemen:

Pursuant to instructions we have examined the books of the NORTH CAROLINA TEACHERS ASSOCIATION, Inc. for the fiscal year September 1, 1965 - August 31, 1966 and herewith submit our report consisting of four (4) exhibits and two (2) schedules along with the following comments:

Scope of Audit:

We examined the receipts journal, tracing all receipts to the deposits into a bank account under the control of the Executive Secretary. Then we traced all transmittals from this account to the one under the control of the treasurer. We trace all vouchers as signed by the President and the Recording Secretary authorizing the Treasurer to issue checks to pay such vouchers. We inspected the investments held by the Treasurer. The certificates of the Building and Loan Association are held as security by the bank for a loan that the Association made. These, of course, will be released by the bank when the loan is repaid in December, 1966.

We did not take a physical inventory of the furniture and equipment. We would suggest that a count be made of such items and be kept by the Executive Secretary.

FINANCIAL CONDITION August 31, 1966

The assets consist of Petty Cash \$25.00; Cash in banks of \$29,135.08; Investments of \$11,000.00; Furniture and Equipment of \$22,192.44 and Office building and Land of \$55,000.00, give a total Assets of \$117,352.52.

The Liabilities were: Accounts Payable None. All invoices, when received are paid within the month, therefore any received on September 1, 1966 will be treated as purchases in the next fiscal year.

The Association made two loans totaling \$36,000.00 the first loan of \$20,000.00 is payable on December 23, 1966 and the second loan of \$16,000.00 is payable on February 22, 1967. The total reserves equal to \$81,352.52 give a total Liabilities and Reserve of \$117,352.52.

RECEIPTS and DISBURSEMENTS

Beginning with a cash on hand as of September 1, 1965 of \$28,930.38, the receipts amounted to \$222,425.61. Rents Receivable (1964-65) of \$248.92, two (2) bank loans of \$36,000.00 and outstanding checks cancelled totaling \$358.78 give a total Cash available during the year of \$287,963.69. The disbursements amounting to \$258,828.61 leave a cash on hand, August 31, 1966 of \$29,135.08.

Comparative Statement BUDGET ESTIMATES with ACTUAL EXPERIENCES

This statement is prepared to show how close the Association followed its estimated budget. You will note that there were several items that were not estimated in the receipts, such as NEA Dues and ATA Dues, these items along with the \$36,000.00 loan of course swell the receipts of \$137,863.69 over the estimated receipts.

Likewise the transmittal of these dues and the 1964-65 bank loan were not included in the Budgeted disbursements, which accounts for a large portion of the \$108,728.61 over the budget estimate.

MILLION DOLLAR FUND

During the year, members sent to this office, funds that were to be transmitted to the Teachers Protection fund. This statement shows the receipts of the same and the disbursements of it.

GENERAL

We found the books and records of the Association in excellent condition and we wish to express our appreciation to the Executive Secretary, Mr. E. B. Palmer and his Bookkeeper, Mrs. Della Perry for the fine cooperation while working this audit.

Subject to the above comments we are of the opinion that the attached exhibits and schedules present fairly and accurately the financial operation of the NORTH CAROLINA TEACHERS ASSOCIATION, Inc. for the fiscal year September 1, 1965 - August 31, 1966 and they are in accord with the records of the Association.

Respectfully submitted,
John H. Moore, Auditor
235 South Brevard Street
Charlotte, North Carolina

NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, North Carolina

Statement of FINANCIAL CONDITION August 31, 1966 ASSETS

Petty Cash		25.00
Cash Accounts:		
In Checking Account	19,103.50	
In Savings Accounts	10,031.58	
Total Cash (Scheduled)		29,135.08
Investments (at cost)		
U. S. Government Bond	1,000.00	
Mutual Savings & Loan Certificates	8,000.00	
Raleigh Savings & Loan Certificates	2,000.00	11,000.00
Furniture and Equipments:		
Balance August 31, 1965	21,477.66	
Purchased During Year:		
Electric Typewriter	455.78	
Collator	259.00	714.78
Office Building and Land (at cost)		55,000.00
TOTAL ASSETS		117,352.52

LIABILITIES and RESERVES

Accounts Payable		.00
Notes Payable		
Mechanics & Farmers Bank		
Raleigh, North Carolina		
Due December 23, 1966	20,000.00	
Due February 22, 1967	16,000.00	36,000.00
Reserves:		
For Cash:		
Petty Cash	25.00	
Cash in Banks	29,135.08	
	29,160.08	
Less-Reserve for Notes Payable	36,000.00	(6,839.92)
Other Reserves:		
For Investments	11,000.00	
For Furniture & Equipment	22,192.44	
For Building & Land	55,000.00	81,352.52
TOTAL LIABILITIES and RESERVES		117,352.52

NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, North Carolina Comparative Statement of BUDGET ESTIMATES with ACTUAL EXPERIENCES September 1, 1965 - August 31, 1966

Exhibit C

	REVENUE		Over or Under
	Budget Estimate	Actual Experience	
Balance, September 1, 1965	9,000.00	28,930.38	19,930.38
Membership Dues—NCTA	125,000.00	125,115.50	115.50
Membership Dues—NEA		74,657.00	74,657.00
Membership Dues—ATA		1,020.00	1,020.00
Student Dues	800.00	780.00	(20.00)
Placement Bureau	100.00	27.00	(73.00)
Advertising & Convention Exhibits	3,700.00	3,955.89	255.89
Building Revenue	6,500.00	5,519.00	(981.00)
NEA Supplement	5,000.00	8,246.85	3,246.85
Other Receipts		1,798.90	1,798.90
Interest Earned		1,305.47	1,305.47
1964-65 Rent Receivable		248.92	248.92
Bank Loans - Gross		36,000.00	36,000.00
Outstanding checks cancelled		358.78	358.78
Totals	150,100.00	287,963.69	137,863.69
	EXPENDITURES		
	Budget Estimate	Actual Experience	
Officers Honorarium	1,800.00	1,800.00	.00
Officers Office Expense	1,500.00	1,050.80	449.20
Employees Salaries	51,398.00	56,095.91	(4,697.91)
Office Expense	4,000.00	8,030.33	(4,030.33)
Travel - Employees	5,100.00	5,089.89	(789.89)
Committees Expenses	8,250.00	5,313.51	2,936.49
Administration	5,390.00	8,795.02	(3,405.02)
Publications	11,500.00	17,572.32	(6,072.32)
Annual Convention	5,000.00	6,856.73	(1,856.73)
District Meetings	12,000.00	7,460.28	4,539.72
Divisions & Departments:			
Classroom Teachers	13,105.00	9,295.13	3,809.87
Administrators & Supervisors	3,450.00	2,851.69	598.31
Higher Education	3,500.00	2,326.05	1,173.95
Leadership Conference	800.00	1,083.96	(283.96)
Convention Delegates - NEA	5,000.00	5,956.00	(956.00)
World Conference		500.00	(500.00)
Gifts and Memberships	3,600.00	3,722.98	(122.98)
Transmittals		74,449.60	(74,449.60)
Building Expense	5,230.00	9,384.89	(4,154.89)
New Equipment	1,000.00	714.78	(285.22)
Contingency Reserve	5,477.00	7,361.48	(1,884.48)
Hammocks Beach	3,000.00	3,000.00	.00
NCTA Credit Union		1,500.00	(1,500.00)
1964-65 Accounts Payable		1,302.86	(1,302.86)
Bank Loans		16,239.00	(16,239.00)
Returned Checks		276.00	(276.00)
Totals	150,100.00	258,828.61	(108,728.61)
CASH on HAND, August 31, 1966		29,135.08	29,135.08
Totals		287,963.69	137,863.69

NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, North Carolina

Statement of MILLION DOLLAR FUND September 1, 1965 - August 31, 1966

Exhibit D

RECEIPTS		
Total Amount Received through	Executive Secretary's Office	
		5,488.50
DISBURSEMENTS		
Remittance to National Headquarters NEA	5,477.50	
Bank Service Charge	2.18	
Returned Check	5.00	5,484.68
CASH on HAND, August 31, 1966		3.82
BANK RECONCILIATION		
Balance per bank statement		
Mechanics & Farmers Bank		
Raleigh, North Carolina		3.82

Editorial—

To The Editors Of Local Newspapers

By Elliott B. Palmer

Executive Secretary

North Carolina Teachers Association

As the State Legislators view and review the UNITED FORCES FOR EDUCATION'S educational proposals, which are currently before the Legislature, and as citizens debate the issues of the educational needs of North Carolina, The North Carolina Teachers Association is concerned, that both the legislators and the citizens of North Carolina take a positive and serious look at the educational needs of our great state, and the proposed means of building a better program of education in North Carolina. Many have asked questions about the UFE proposal — "Why was it revised? Is it not true, that the UFE decided to up its teachers salary request only after finding that the state's surplus fund would probably be in the neighborhood of \$100,000,000? Aren't the North Carolina Education Association and the United Forces for Education one and the same organization?" Since the Governor and the Appropriations Committee have recommended a budget for education in our state, less than that requested by the UFE, does this suggest that the UFE is opposing the Administration's program?" These and many other questions have been and are being raised.

The facts and statistics about the educational picture of North Carolina are already in print and available to the public and our legislators. It is the intent of the North Carolina Teachers Association here, to clarify briefly some of the misnomers with regard to the UFE's proposal.

The United Forces for Education's proposal was revised upward because of the growing critical shortage of teachers in our state. The problem has not been resolved, rather threatens and increases. Already many of our college seniors and in-service teachers are under contract with other states because their salary offerings are larger than North Carolina. The UFE, in making its original proposal was only trying to be realistic in requesting funds available in our state's budget. Simultaneously, the critical teacher shortage occurred and it became known that the state budget would realize its potential \$100,000,000 surplus.

The United Forces for Education is a unified organization made up of nine member organizations of which the North Carolina Teachers Association and the North Carolina Education As-

sociation are a part. Each member organization is free to make recommendations to the UFE as a body, then the Legislative Committee of the UFE (of which the writer is a member), considers such proposals in drawing up its legislative program. Once developed and agreed upon by the total membership, with each organization having only one vote, the legislature program becomes the program for all organizations, not any one particular group. The North Carolina Teachers Association, in its proposals to the UFE, recommended restoration of the Continuing Contract, and fair salaries for teachers. Some other organizations had common interest proposals. The UFE adopted this as one of the many goals of its program. All member groups are busily lobbying for the UFE program in a variety of ways. On March 21, representatives of the NCTA, along with other member of the UFE, will appear before the state's Appropriations Committee to appeal for the passage of the UFE proposals.

Current problems arising in N. C. point up more and more the reason why the continuing contract must be enacted into law. Recently in our state, a teacher of 64 years in age was not re-employed, for one year before her retirement after having taught in the same school for 22 years, on a charge of incompetence. Most recently a local superintendent is being considered for replacement without cause. No charges are against him, simply the "desire for a change in the atmosphere." If a superintendent has no more security than this, in absence of the continuing contract tenure, what security does the teacher, principal and supervisor have?

If we are going to be able to provide enough teachers to teach our children, we are going to have to pay them as well as, if not better than other states.

The total program of the UFE is a "must" for North Carolina. It is not in opposition to the present administration's program, nor any group or individual. Its goals are based on need and possibility, and can be achieved if the legislators and citizens of North Carolina will positively and seriously look at the education condition of our state and enact and promote the United Forces educational program, unaltered, which is now before the legislature.

A Visit To The Wright School

Observations of a Project Re-education

By Thelma M. Keck

Enthusiasm, happiness and an earnest desire to learn are registered on the faces of the students of the Wright School at Durham, North Carolina, for emotionally disturbed children. Twenty-four pupils, whose ages range from six to twelve years are enrolled in this school. These children have normal intelligence, and some of them are unusually bright scholars, yet they were failing in their subject matter in school and in their environmental adjustment. These failures seemed to stem from individual problems, mostly coming from within the homes of the children with varied economic backgrounds. Wright school, through planning with the support of mental health clinics, follow-ups with parents, public schools and involvement with community activities, has greatly improved the adjustment of the child to the home, school and the community.

There is a well-trained staff of 18 at the school. In addition to the Teacher-Counselor, students from North Carolina College, the University of North Carolina at Chapel Hill, University of North Carolina at Raleigh, and Duke University, assist in the programs as counselor-aides. These counselor-aides work with the children in the areas of art, drama, music and physical education.

Many of the playground activities are unstructured. Since a great deal of emotional energy is required for these children to remain in the classroom for a lengthy span of time, the playground periods permit relaxation, and at the same time, the learning processes are continuing. A number of the activities are initiated and motivated by the pupils themselves. For instance, a child found a snake and wanted to keep it. The instructor suggested that perhaps there is a book on how to preserve a snake. These children, who formerly showed no interest in learning at school, eagerly pore over books which provide them with much information in biology.

A group of eight children were busily engaged in building a log cabin. They used logs which they hewed. They also estimated the number of logs that would be needed to complete the cabin. Surreptitiously they have learned lessons in mathematics, which they once dreaded in school, but now enjoy.

The philosophy of the Wright School has been expressed through a listing of statements of principals which have been indicated as follows: A belief that "1. Sound and proven principles of



A typical classroom scene.

child development and educational psychology, utilized by mature and caring adults, is basic to the solving of academic and emotional problems in children. 2. Emotionally disturbed children are "Normal" children with "more than normal" academic, social and emotional needs. 3. The recognition of the needs of individual children and the implementation of those needs are of paramount importance. 4. Children, insofar as they are able, must learn to cope with and meet the academic and social expectations as reflected by their society. 5. Each child is responsible for his behavior as an individual and as a member of a group. 6. The evening group life with the night teacher-counselor is representative of wholesome family living with its own unique opportunities, limits, expectations, and rewards. 7. The group life in an academic setting with the day teacher-counselor is representative of the best in classroom environments with expectations commensurate with abilities and rewards according to merit and developmental need. 8. The total school environment must be one designed for meeting the basic human need for safety and security and



Counselor aide Phyllis Brown assists with camping plans.



Dave Friedlein, night teacher counselor, observes group in workshop.

encompassing a spirit of helpfulness and caring on the part of each member of the total group, i.e. the student body **and** staff. 9. There must exist a spirit of exploration resulting in an orderly and well-planned team effort to enable development of better techniques and methods for helping to modify attitudes and behaviors and to secure and increase the skills of disturbed children. 10. Mobilization of the homes, schools, and communities of our children is a necessary effort in which we share our concerns, knowledge and caring, and is vital to the success of all."

State support was withdrawn from the Wright School two years ago, which meant that it had to exist mostly on contributions from civic, lay, and professional people of the state, foundations and other such funds. This predicament resulted in a difficult year for the Wright School in 1966. However, the staff remained loyal during the school's trying times. At the General Assembly, as a consequence of pleas and recommendations to its Mental Health Committee for a bill to renew state aid, Wright School won the backing of the House Mental Health Committee in Ral-



Director Neal Buchanan gives instruction on game activities.



Linwood Williams, teacher counselor and Veola Sanders, counselor's aid in pow wow session with pupils.

PR and R State Workshop A Success

A representative number of teachers from all over North Carolina braved the record cold weather to participate in the state workshop on February 25, sponsored jointly by the Professional Rights and Responsibilities Commission and the Legislative Committee of the North Carolina Teachers Association. The group met in University Church and Greenleaf Auditorium on the campus of Shaw University to discuss the theme "Raising the Standards of the Teaching Profession."

In exploring the theme, Mr. Jasper L. Lewis, superintendent of Cherryville City Schools, suggested six ways of raising these standards: 1. Raise the quality of the education of the teacher. 2. More responsibility of the school administrators in helping teachers improve their education. 3. Continue to expand the role of the college in public education by doing a better job of teaching basic subject matter. 4. Wider participation of teachers in the many in-service programs offered by the State Department of Public Instruction. 5. Raise the pay of janitors and maids, through Federal programs, in order to insure cleaner school buildings in which to work. 6. Pay higher salaries to teachers so that more qualified teachers will become attracted to the profession.

In conclusion Mr. Lewis pointed out that there is no one way that is the best way of raising the standards of the teaching profession. What is needed for one person or one group is not needed for others. He noted that it is extremely difficult to help people who don't recognize the need for help.

Two group sessions were held on the following topics: "Does Desegregation Raise the Standards of the Teaching Profession?" Mrs. Virginia Newell of Winston-Salem led the topic discussion with Mrs. Jasper Lewis as consultant. Mrs. Mary Frazier, Chapel Hill was recorder and reporter for this group. The topic for Group II was "Do the Recently Adopted State Guidelines for Teacher Training Raise the Standards of the Teaching Profession?" Mrs. Daisy Robson, North Carolina College, Durham, was leader. Dr. Marian Thorpe, assistant State Board of Higher Education, Raleigh, was consultant with Mrs. Louise Hudgens serving as recorder and reporter.



MRS. HENRIETTA HATTON, CHAIRMAN PRESIDES OVER STATE PR & R WORKSHOP — Standing is Mrs. Henrietta Hatton, chairman, NCTA PR & R who is presiding over the first general session of the State Workshop, held February 25. Seated are Mr. J. A. Lacewell (who introduced the speaker); Mr. Jasper L. Lewis, superintendent of Cherryville City Schools, (the speaker); Mrs. Ruth B. Jones, vice-president, NCTA, and Mr. William F. Monroe, president, Cumberland County Unit, NCTA.

Group one's discussions evolved around the completely desegregated Cherryville situation which was accomplished by beginning with the first, second, third, fourth, fifth and sixth grade levels, with the loss of only one teacher. The program was sold to the public as being more economical.

Members participating in the above discussions were advised to study their own community in an effort to solve problems of school desegregation. Obstacles in connection with faculty desegregation may be overcome by intelligent leadership having and selling a definite plan, and facing squarely the problem.

In group two's discussion, Dr. Thorpe asked the question: "What is N. C. Specifically doing to raise the standards of the Teaching Profession?" Most disturbing factors are that some good teachers cannot pass the National Teacher Examination. Teachers who cannot pass the test will be lost to education and move into other areas such as business. Negroes need to become more test wise, Dr. Thorpe stated.

In the afternoon session, Dr. Thorpe address-



RAISING THE STANDARDS OF THE TEACHING PROFESSION — This PR & R theme and program highlights are being reviewed by, left to right: Mrs. Mary Frasier of Chapel Hill, recorder and reporter for group One; Dr. F. G. Shipman, Durham, chairman, Legislative Committee, North Carolina Teachers Association; Mrs. Velma Roland, Washington, N. C., who gave the Wind Up Impressions; and Mrs. Louise Hudgens, Asheville, recorder and reporter for Group Two.

ed the group in University Church. "Teacher Security" is facing the Negro now, he said. The battle of yesteryear is over, he stated. Bias people are asking for forgiveness and asking "where do we go from here."

With reference to the National Teachers Examination test, he said, "we must realize that we live in a test centered society. We have passed other tests. Why fight the NTE. We can conquer this test by improving ourselves and the images of our colleges.

Dr. Thorpe further stated that the senior college cannot be all things to all people. Teacher loads must be out. He called attention to the services of the Community Colleges.

The Wind Up "Impressions" were given by Mrs. Velma Roland, Washington, N. C.

Mrs. Henrietta Hatton, chairman, NCTA PR & R presided over the first general session. Dr. F. G. Shipman, chairman, Legislative Committee, North Carolina Teachers Association presided over the Second General Session.

Invocation was given by the Rev. James Z. Alexander, University Minister at Shaw University; the pledge of Allegiance by Mr. William F. Monroe, president, Cumberland County Unit, NCTA. Greetings and Remarks were brought by Mrs. Ruth B. Jones, vice-president, NCTA.

Mr. Lewis was introduced by J. A. Lacewell. Dr. Thorpe was introduced by E. B. Palmer, executive secretary, NCTA.

Time Magazine College Advertising Poster Exhibit Won at Fayetteville State

Not every college can afford the advertising facilities of Time, the weekly news-magazine. On the basis of this realization Time announced that the equivalent of fifty pages per annum would be given over to college advertising at no-cost-to-the-college being served.

Quick to take advantage of this one-in-a-life-time opportunity, Fayetteville State College after making known its desire to participate was advised by the publisher of Time, Bernhard M. Auer, of the guidelines that governed participation in the program. Following this exchange of letters, local idea-men along with the artistically talented were then called upon to dream-up and illustrate educational advertisements appropriate to the institution. Next, an exhibit of the Rosenthal Classroom Building so that the idea-form and poster to appear in Time magazine could be selected by the college community. This chapter in the history of **Fayetteville State College** will be concluded when Helen T. Chick's firstplace winner **GET THE KEY FOR TOMORROW'S JOB** — Attend Fayetteville State College — **TODAY** appears in a forthcoming issue of Time.

Runners-up in the contest were: 2nd place: Harvey Jenkins on the theme: "Can You Afford A Gamble"; 3rd: Beryl Roth: "Fayetteville State College"; Andrew Rieff, "Poetry in Black and White" was adjudged in fourth position, while Beryl Roth scoring a fifth with "F. S. C. Buckin' Bronco."

Summer Session

A special three-weeks Summer Session for Adult Educators in Cooperative Extension, Community Colleges, Vocational Agriculture, and Related Adult Education Organizations will be conducted at North Carolina State University, June 26 - July 14, 1967.

Inquiries may be directed to: Dr. Robert J. Dolan, Director, Special Three-Week Summer Session, Ricks Hall, North Carolina State University at Raleigh, Raleigh, North Carolina 27607.

Vocational Agricultural Education—Its Real Purpose

W. T. Johnson

Assistant State Supervisor
Agricultural Education

The public has been told, and they understand that vocational education in agriculture consists of systematic instruction and training experience which prepares persons for successful employment and advancement in agricultural occupations. The instruction is to develop knowledge, skills, and attitudes which provide preparation and education for gainful employment; and it is to serve also as a foundation for those students seeking higher education in agriculture. The program of training and education is based on the occupational aspirations of the students' requirements of the agricultural occupations and employment opportunities. Therefore, the success of all programs of agricultural instruction and training is based on the fulfillment of the needs of youth, adults, and employees situated in the area served by the school.

There has been an effort made by vocational agricultural leaders to stimulate, inspire, and encourage our farmers and farm leaders to take a new look at their responsibilities and be aware of the growth of the program and the many changes that are taking place. Farmers need to become more involved and take a more active part in the many changes and adjustments that affect the economic and educational advancement of the rural people. Farmers need to be aware of the educational needs of our youth. One can so

easily become involved with so many material things in a community that he forgets our greatest resources — our youth, human resources. Vocational agricultural education shares a tremendous responsibility for making available personnel for the many leadership positions that occur as a result of our educational growth.

Reference to the training of our youth is made above, but we have not put as much emphasis as we should on planning programs that will prepare our rural youth for the many changes that they will have to become adjusted to. In the years ahead, these youths will be held responsible for the leadership activities of this nation. They need to become adjusted to the times, and be prepared to accept the many challenges with which they will be confronted.

The same way conditions have changed in the production of crops and livestock, there have been changes in the training and guiding of our youth in this complex age where we have such a great change in travel, science, communications — to mention a few. Once all rural youth were employed on the farm, and too, there were no restrictions as to when a child could work. Children did (or participated in) most of the farm jobs. Such jobs gave them basic training that they were able to use on jobs off the farm. That experience no longer exists, since

most of the jobs once done on the farm by our youth are being done by technology. This is good, but we must change our approach in training our rural youth so they can compete with the city youth, who, in many cases, have had better equipped schools with broad and specialized programs.

Our program in leadership should provide more participation experiences in the type of activities that are involved in the world of work. The professions should not be singled out as the only successful occupations, but the needs of our rural youth should be stressed. Emphasis should be put on the need for leadership training for the many farm groups, as well as other organizations and businesses to which individuals with farm experience can make a definite contribution.

For too long, the general public has looked upon agriculture as the production of crops, livestock, and fiber. But the rural youth needs to be made aware of the process of the TOTAL agricultural program. He needs to know about, and needs to be given training in the many leadership positions that are available to youth who have had farm experience. For example: there is a great need for trained individuals with farm experience to organize and manage fertilizer cooperatives, grain mill cooperatives, and many farm related businesses. Then we have

the highly complex food production conservation and distribution system that is being expanded. City youth might train for such jobs, but it appears that rural youth who know something about farm production should make a greater contribution. It is understood that only a few of the rural youth will be needed in the production of agricultural products. Therefore, they need to be trained for leadership positions in the many related farm production occupations to include distribution and conservation.

Competition today is mostly between PEOPLE and IDEAS — rather than between PRODUCTIONS. We need to encourage and inspire our (rural) youth to attend college and other institutions in order to prepare themselves for leadership, technical, social, and business related positions that are emerging in many agriculture-related occupations. Many of the positions are practical, and individuals with agricultural backgrounds may serve best in them, or make the greatest contribution. The training on all levels must challenge our youth to do their best and welcome new ideas. We must challenge them to accept the fact that successful business organizations of tomorrow will be the ones with the best trained people running them — people with imagination, courage, and a willingness to change to meet the new conditions.

The Future Farmers of America, which is designed to aid in giving the needed training and inspiration, is organized in many of our rural and con-

solidated schools. But many of our school units have an "ordinary" program. These programs need to be changed into EXTRAordinary and highly successful programs by providing a teaching load that will give the necessary time to do a BALANCED leadership training program — one that will lead to preparing students for agriculture, as well as for the many related production and leadership jobs that are available in most of our rural and urban areas. Such programs should reduce the migration of farm youth to our large cities. Rather, they would get a broader outlook on life at home.

Give the youth an opportunity to get acquainted with the purpose and objectives of other youth groups in the community and nearby areas, and create a cooperative working relationship between such youth organizations.

With a balanced leadership program, rural youth would be able to adjust to whatever community they decide to live in, be it rural, or urban. More emphasis should be placed on the Future Farmers of America Organization since its purposes and objectives are geared for the most part, to rural youth. But, on the other hand, all leadership training given to youth should be on a participation basis and should teach all youth to live and work together for the common good of all. The world is becoming smaller. . . .

Dr. Trigg Meets President Johnson

Dr. Harold L. Trigg, former President of the North Carolina Teachers Association, and currently member of the North Carolina State Board of Education journeyed to Nashville, Tennessee on March 15, 1967 to meet President and Mrs. L. B. Johnson, and HEW Secretary John Gardner at the invitation of Governor and Mrs. Buford Ellington at the Executive Mansion. President Johnson had joined the First Lady for the final stop on "An Adventure in Learning" which produced a report to the President and to the Nation on the achievements of Federal funds in education in the Southeastern Region of the United States.

In addition to addresses by President Johnson, Mrs. Johnson, and Secretary John Gardner, representatives of programs in the Region served on the panel which presented the descriptive material to the Seminar.

Because of this occasion, Dr. Trigg was unable to attend the Annual Convention of the North Carolina Teachers Association.

WANTED TEACHERS FOR SUMMER EMPLOYMENT

Selling America's First Volumes on the
NEGROES HERITAGE:

Guaranteed income up to \$1500.00 Employment in all areas of North Carolina:

CONTACT: NEGRO HERITAGE LIBRARY OF N. C., INC.
126½ East Hargett Street
Suite-B
Raleigh, North Carolina 27601

Repetition: Professional Secret

By Joel Martin, Director
The Astronomy Program
Junior College of Broward County
Ft. Lauderdale, Florida

A funny thing happened while in the planetarium the other day. It rained.

You think that's not funny? What if you had 93 pre-school children inside and it rained too hard for them to leave? And what if you had finished the prepared program?

The planetarium of the Junior College of Broward County is near Ft. Lauderdale. Perhaps that explains why we took on the job of entertaining 1,549 pre-school children during July.

When we planned the facility we did not have pre-school children in mind. We have more college students than we can handle.

It has several desirable features such as perfect acoustics, non-circular seating, built in versatility and all regular classroom capabilities. This combination of qualities makes it unique among college planetaria.

Before beginning the frantic schedule to bring 1,549 pre-schoolers to see our stars we wanted to have a practice program. That is why we had 93 children inside.

They had been prepared for the experience by their Headstart teachers. Anything new can threaten a youngster and with these disadvantaged ones we were taking extra pains.

We had four of the best elementary staff members from Broward County. One sixth grade teacher had previously taught all the lower grades as well as doing some successful T.V. teaching.

Another had worked the year before when Headstart was new. She had brought considerable experience with first grade disadvantaged children with her. Out of her knowledge and experience had come special ways of interesting these children — ways to reach them and bring them out of their shells.

An elementary principal and a sixth grade science teacher from the experimental school completed the task force assembled just for these pre-school visitors.

After writing the programs to be presented in the planetarium; after writing a set of preparatory activities for the Headstart teachers — then, these four specialists were still available when the children came.

The principal coordinated our activities and scheduled the visits from the ten county Headstart centers. The science teacher learned how to operate the planetarium. The T.V. teacher gave the "lecture" while all four greeted the children and made them feel welcome.

Our work had been greatly encouraged by Armand Spitz who advised me during the plan-

ning stage before we hired any architects. The pre-school program had been greatly facilitated by Dr. R. A. Korey of Fordham University. It was she who gave up part of her vacation to be the "consultant's consultant" when I begged her for help.

We were as ready as we could be, we thought, when this practice group came. The planned presentation went without a hitch of any kind.

Now it came time to say "goodbye and thank you for coming."

Open the exit door — it was raining! There was no way for the children to get back to the bus until the tropical cloudburst stopped.

We sang songs. We played games. We improvised. Finally we ran out of impromptu ideas but the rain continued.

Finally the elementary specialists turned to me. What could I do? They knew I could not sing or dance so they were desperate.

This seemed a good opportunity for a previously rejected idea. With little children, why not make the program very short, have a question period and then repeat the whole thing?

This idea had been vetoed by the writing team because they wanted "to give the children as much as possible" on their first and only trip to a planetarium. As a consultant I had learned not to argue.

But now I presented the same idea again. Why not repeat the entire program? In desperation they accepted.

The children were delighted. We found them more responsive now that the newness had worn off. The Headstart teachers also liked it better the second time.

As a result of careful evaluation of the effects of repetition we considered it perhaps the most valuable idea we developed from the whole workshop.

The repeat performance was made standard procedure with the pre-school programs. We go a little faster the second time. We ask questions where we told them things the first time. But we repeat.

So, a funny thing happened in the planetarium when it rained. The children showed us a better way to program — when they had a chance.

North Carolina College At Durham Announces The 1967 Summer Studies Course

The 1967 Summer Studies Course on "Promoting Mental Health in the Classroom" will be held at North Carolina College, Durham, N. C. June 12-30, 1967.

Description

The course is designed primarily for teachers and prospective teachers who are concerned with the promotion of mental health in the classroom and the teaching of alcohol education. Special attention will be given to such topics as: the principles of alcohol; alcoholism education in the classroom; personality development; preparation for marriage and family living; adolescents and their problems and many more interesting topics in the general area of mental health and alcoholism.

Credit

Three semester hours credit for re-certification.

Scholarships

A limited number of scholarships are available from the

education division, North Carolina Department of Mental Health, P. O. Box 9494, Raleigh, N. C.

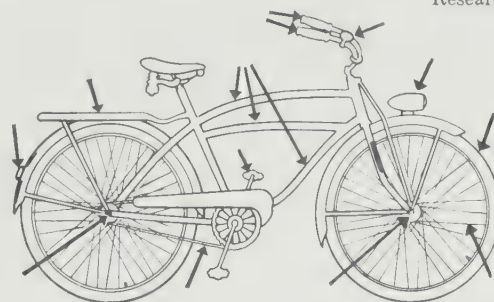
Deadline for Scholarship Applications:

May 25, 1967

SUGGESTIONS

By National
Research Bureau

→ safety points
to regularly check
all bikes



BIKE SAFETY...

—a timely subject with vacation at hand when children will be outdoors more and more riding bikes.

Safety is an acute problem with bike accidents last year having injured 25,000 children under 14 and taking the lives of 300 more.

An interesting way to focus the attention on bike safety is to pull away from theory, and just learning rules, by learning from actual bike accident cases that involved children of the area. Of course, grim outcomes needn't be dwelled upon.

To get such cases ask for them from school principal, traffic safety court, police station or from safety organizations and your local newspaper offices.

Start with facts of each case. Class unwinds probable cause of accident; draws charts—*X marks the spot*—to help solve cause.

Divide class into groups, each to discuss separate accident and

demonstrate (dramatize) how it might have been averted.

Some checks class might review in arriving at clues:

- 1 Was bike safe to ride? What was wrong with bike?
- 2 Was turn signal given and in ample time as warning?



Turn right



Turn left



Stop

- 3 Was traffic sign obeyed?
- 4 Was child clowning in traffic?
- 5 Was bike walked across heavy traffic corner?
- 6 Did rider stop for cross traffic?
- 7 Did rider stop and look before riding out of alley, driveway or from behind parked car?
- 8 Was there a carrier on bike or did rider have book or parcel in hand?
- 9 Was there another child being ridden on handle bars or behind?



tastes so refreshing and cool

The fresh lively flavor of delicious Wrigley's Spearmint Gum is a satisfying little treat. And the natural chewing helps you ease tension.

Helping Handicapped Children In School

By J. W. Sumner, Ph. D.

Some teachers hold as truth that many children are parasites. It is true that each individual is dependent upon the whole of society for even sustenance. The Greek poets, the Bible and all other ancient literature as well as the organization of Western Culture proclaims the truth. It is the responsibility of education, therefore, to change the parasitic nature of the human organism into a contributing organ of society. That of course is done by helping the individual develop the maximum genetic potential laid down at the moment of conception.

Currently society is attempting to mitigate the adverse circumstances of a large segment of its own in this country. However, in its attempt to alleviate many of the ills it may in fact be making some of them more acute. The majority of us are becoming quite uncomfortable in the face of so much unrest unleashed by the Supreme Court more than a decade ago. Since then it has become obvious to many that their statement of the inequality of education is certainly true. The acute awareness of inequality has caused us professionals to ask ourselves, "Wherein have we failed?" And this make us uncomfortable. Usually the stones are cast by such statements as (1) poorly prepared pupils and (2) poor teaching. Let me call your attention to a third possibility.

The third alternative is tritely stated as "self-concept." When the child views himself

as a parasite incapable of contributing anything to home, family, school, community, and knows for certain he is sure-fire failure at anything he attempts then what hope is there for him. Religion says he is a sinner doomed for hell because he isn't worth his salt. The home says, "I thought you knew that last night and yet you failed at school today." The implication is, "You are stupid!" The community says you are a menace to society, you must be locked up in a training school, or you must be relegated to janitorial service because you are irresponsible. The Federal Government says let us pay your bills and help take care of you. The implication might be, "You are not capable of taking care of yourself." The teacher says, "I told you that a while ago." The implication is, "You are dumb!"

And so what do we have? Human beings with creative potential because of genetic endowment or parasites who are doomed because they are dumb, stupid, irresponsible, and incapable of caring for self?

Where does the so-called disadvantaged child get his handicap? From a school that offers too much of the wrong thing, a curriculum that is too difficult, courses that are beyond his comprehension, teachers who are more concerned with false dignity than the child's intellectual growth and development? All those and more are perhaps contributory. But probably his greatest disadvantage is the handicap of a self-defeat-

ing attitude of apathy. He has given up when he comes to school because he knows he is going to fail — and teachers guarantee he isn't disappointed in that expectation! He has been convinced as previously stated that he is dumb and stupid and school constantly reinforces that concept.

What then shall we do? How can we reach them? What is the solution or solutions? Here are a few suggestions:

1. Remove the labels. Quit telling them they are disadvantaged, handicapped, dumb, stupid, irresponsible, and other such derogatory terms.

2. Give each child a healthy dose of success. Nothing succeeds like success so we have heard. It might not be a successful accomplishment but it can be a successful effort. A first grader asked her mother if the letter she had made was an E. The mother said "almost" instead of "no."

3. Make the child believe he is somebody. Help each child join the human race as a human being who is just as important to society as any other human. Help each one appreciate his humanity even with its frailties.

4. Show each student that an education consists of learning how to learn so that even in a changing economy he can always be flexible enough to move from one trade or profession into another when the demand arises for his differing skills.

(Continued on Page 40)

Hawaii and California Holiday Tour

**A Low-Price Tour by Chartered Jet Aircraft
Originating and Terminating in New York City
or Chicago**

N.E.A. members and their families may travel together this coming summer on an economical, but well designed, two-week tour of California and Hawaii. Through use of chartered planes for most of the air transportation, a low price of \$468 from New York City; \$447 from Chicago is being offered. Transportation, hotel accommodations, guide services, sightseeing, and insurance coverage are included in the price.

Redwoods and Palm Trees

From New York or Chicago the group will fly directly to Los Angeles for two days of sightseeing and relaxation, then will take to the air again for a United Airlines flight to San Francisco. Excursions in the San Francisco area will include city sightseeing to Fisherman's Wharf, Seal Rocks, and Golden Gate Park, with a stop atop Twin Peaks for a panoramic view of the city. A half-day drive across the Golden Gate Bridge takes the group to Muir Woods National Monument, where some of the redwood trees are 2000 years old and 250 feet high.

Jetting to Hawaii, the group will begin a six-day residence at a first-class hotel in Honolulu. There organized sightseeing will be intermingled with stretches of free time for an unhurried view of the life and the economy of the island of Oahu.

With its colorful mountains, ocean, and lush tropical vegetation, Oahu, "The Aloha Island," enchants the visitor. Although it is the business, cultural, and political capital of the Hawaiian Islands, the pace of life on Oahu will be considered to be leisurely to most of us from the mainland. There are pineapple farming and sugar plantation areas on Oahu which the tour members will view, along with such historic points of interest as Pacific National Memorial Cemetery, and Kole Kole Pass, through which the Japanese planes swept on their way to attack Pearl Harbor Naval Base on December 7, 1941.

A most moving experience will be the visit to the memorial to the World War II dead who are entombed in the battleship, U.S.S. Arizona. A cruise around historic Pearl Harbor Naval Base will pass "Battleship Row," where the sunken U.S.S. Arizona and U.S.S. Utah remind us of a turning point in the history of America and the world. This will be in stark contrast to the gay "luau" which tour members will enjoy at another time, with Hawaiian hosts explaining the



exotic dishes served at this "feast of the islands."
Inclusions in the Package Price

In addition to the sightseeing and transportation described above, the tour price includes accommodations at first-class hotels, the cost of hotel to airport and airport to hotel transfers; tips for the movement of one travel case per participant, and the services of an NEA-appointed group leader from point of tour departure to termination of the tour. Upon arrival at Honolulu, participants will sense the friendly spirit of the islands in the warmth of the traditional flowered "lei" Hawaiian greeting. Life insurance coverage to a total of \$10,000 per participant is included, as are the services of the trained driver-guides of the reliable Gray Line and MacKenzie tour organizations.

An Optional Extra

A one-day air tour of the other islands may be purchased at extra cost, and will easily be fitted into the free time afforded by the tour.

How to Reserve Space

N.E.A. members and members of their immediate family (spouse, parents, children) living at the same home address as the N.E.A. member may participate. Children of over two years of age pay the full fare. Student N.E.A. members are eligible.

Prospective participants may contact the Division of Educational Travel, National Education Association, 1201 16th St., N.W., Washington, D. C. 20036.

Wealthy Negroes Form New Group For Legal Rights

Plan to Raise Million a Year From 1,000 in U.S. to Aid Fight on Discrimination

A 'BREAKTHROUGH' SEEN

U.S. Civil Rights Movement Broadened by Enlistment of Negro Upper Class

By Will Lissner

Reprints from The New York Times, March 20, 1967



Asa T. Spaulding

Forty-seven of the country's wealthiest and most influential Negro business and professional men and women have agreed to form an organization to raise a million dollars a year from Negroes for the legal defense of Americans claiming their civil rights.

The decision to organize and make fund-raising a regular annual affair was taken at a meeting recently at the Harvard Club.

Officials of the NAACP Legal Defense and Educational Fund, which will receive the funds, praised the move as a "breakthrough" in a long effort to enlist upper-class Negroes in the civil rights movement. For the most part, the movement has thus far involved Negroes of the working classes or the lower middle class.

The new group plans to recruit as members 1,000 men and women who will pledge to give \$1,000 a year to the fund.

Answer to Extremists

Some supporters viewed the effort as an answer to extremist versions of the "Black Power" strategy, which would divide Negroes from whites in support of the civil rights movement. The new group, while raising its funds from Negroes, will be giving them to a group that defends both Negroes and whites in court cases.

Spearheading the movement are Asa T. Spaulding of Durham, N. C., an insurance executive, and Dr. Percy L. Julian of Oak Park, Ill., a research chemist. They enlisted its organizers insurance executives, hotel operators, real estate investors, owners of chains of businesses and leaders in law, medicine and other professions.

At the weekend meeting, the group decided to call itself the National Negro Business and Professional Committee for the Legal Defense Fund.

"This means the Negro millionaire is coming of age and taking a responsible place in the community," one organizer said, "Up to now, we've taken little part in philanthropy, except maybe to give to city-wide drives. In Chicago we're getting up a Joint Negro Appeal for the Community Chest. That'll make the Negro philanthropist visible." The fund-raising drive was started, in part, because the Federal Civil Rights Act of 1964 has helped multiply vastly the number of civil-rights test cases and court challenges.

Some of these cases, which involve voting rights, school desegregation and job discrimination, are tried by the United States Department of Justice. Far more are litigated by the legal arm of the civil rights movement, the NAACP Legal Defense Fund.

The fund, which separated from the National Association for the Advancement of Colored People in 1950, operates on a \$2-million-a-year budget and receives annual contributions from about 75,000 Negroes and whites. In the last year its number of cases has quadrupled, according to Jack Greenberg, director and counsel.

The Ford Foundation has given the fund a million dollars to litigate cases arising under the Federal Economic Opportunity Act, but these funds are separately administered.

At present the fund is handling cases for 186 teachers in 11 Southern states who contend they were dismissed on the basis of race rather than seniority. The dismissals came when Southern schools desegregated and thereby reduced the number of teachers needed.

The Justice Department has taken three other job discrimination cases to court under the Civil Rights Act, while the Legal Defense Fund is litigating 35 others. Since the Equal Employment Commission has found "probable cause" for litigation in 1,550 job discrimination cases, the fund expects its cases to grow substantially in the near future.

Insurance Chief Advised

Gustav Heningburg of the fund staff called the situation and the accompanying financial problem to the attention of Mr. Spaulding, president of the North Carolina Mutual Life Insurance Company. Mr. Spaulding is a member of the fund's board.

The insurance executive agreed to call a meeting of the most active Negro business and professional leaders, if a fellow board member, Dr. Julian served as co-chairman. Dr. Julian acceded. He is president of Julian Laboratories and a research consultant to several governments and to concerns in the pharmaceutical and chemical industries.

These two men sent out a call to a carefully picked list of 50 men and women. All but three responded favorably. One of the three is known to be seriously ill.

Affirmative Response

Forty-one attended the meeting, five sent proxies and one sent a deputy. The latter was John J. Johnson of Chicago, publisher of *Ebony*, *Jet*, *Tan* and *Negro Digest*. He was represented by LeRoy W. Jeffries of Chicago, vice president of the Johnson Publishing Company.

One of those who sent proxies was A. G. Gaston of Birmingham, Ala., head of Gaston Enterprises, which include an insurance company, a bank, motels, homes and other interests.

Another was J. J. Simmons of Muskogee, Okla., an oil producer with wells in Oklahoma and Nigeria. He sent a pledge of support from Lagos, Nigeria, where he is on a business trip.

Those supporting the move with enthusiasm included a

number of men who are as widely known in the general community as they are in the Negro community.

National Figures

They included Federal Judge William H. Hastie of Philadelphia; Norman O. Houston of Los Angeles, chairman and chief executive officer of the Golden State Mutual Life Insurance Company; Edward A. Davis, Detroit automobile dealer; Leon Jordan of Kansas City, real estate operator, retired police lieutenant and internationally known expert in police administration, and H. H. Southall of Richmond, president of the National Insurance Association, trade association of Negro insurance companies.

Others included Carl Russell, acting Mayor of Winston-Salem, N. C.; Dr. Von D. Mizell, surgeon and hospital owner of Fort Lauderdale, Fla.; George S. Harris of Chicago, president of the Chicago Metropolitan Mutual Assurance Company; Mack H. Hannah of Houston and Port Arthur, Tex., president of the Standard Savings and Loan Association; A. Maceo Walker of Memphis, president of the Tri-State Bank; Ben Johnson of New Orleans, owner of a chain of insurance and undertaking enterprises, and Earl B. Dickerson of Chicago, president of the Supreme Life Insurance Company of America.

After the meeting a group gathered in suites at the New York Hilton Hotel to celebrate the undertaking and to plan the campaign, which they said they hoped to model on the lines of fund-raising efforts by the Jewish community.

The organizers, who will be grouped by region, will now organize state committees.

Quiet Rights Champion

Asa Timothy Spaulding

If Asa Timothy Spaulding has a motto, it is "Let's get things done — with as little noise as possible."

"And believe me," a friend added, "he gets things done."

Mr. Spaulding, an insurance company president with diverse business interests, who somehow finds time to teach a Sunday school class in his home city of Durham, N. C., quietly arranged the establishment of a powerful fund for the legal defense of Americans claiming their civil rights. The fund was established recently at a meeting in New York.

The lack of advance fanfare was typical of the rather sedate effective approach that Mr. Spaulding has adapted to problems of his race, his community and the nation. He is the very antithesis of the "new breed" of militant civil rights activists.

"He's not one to demonstrate or do any sitting-in or do a lot of preachment," said another friend. "He wants the basic legal approach, the democratic approach."

Once A Farm Boy

Mr. Spaulding, a man of medium height and weight, who describes himself as "balding," was born on July 22, 1902, on the North Carolina coast near Wilmington. As a boy, he worked a plow on his parents' modest farm.

But he was a determined youth, and though there were few high schools for Negroes in North Carolina at this time, he managed to go to Durham and work his way through high school.

After graduation, he caught the eye of his cousin, C. C. Spaulding, president of the North Carolina Mutual Life Insurance Company, who gave him a job as a supply clerk. The company later lent him money to finance his education and he attended New York University, where he got a bachelor's degree, magna cum laude, in accounting. He then went to the University of Michigan for a master's degree in mathematics and actuarial science.

In 1932, Mr. Spaulding returned to North Carolina Mutual and began his rise toward the presidency, which he attained in 1959. North Carolina Mutual, the largest operation of its kind in the world run by Negroes, was founded in 1899 with one employee. It now has assets of about \$65-million.

Activities Are Diverse

Although insurance is his consuming interest, Mr. Spaulding conducts diverse other business activities: He is a director of the W. T. Grant Company, which operates a chain of 1,090 general merchandise stores; chairman of the Bankers Fire and Casualty Insurance Company, and a director of the Mechanics and Farmers Bank and the Mutual Savings and Loan Association.

These leave him little time for recreational pastimes — "business is his hobby," a friend says — but he does manage to teach that Sunday school class at the White Rock Baptist Church in Durham.

A deeply religious man, his first act as president of North Carolina Mutual was to invite the company's officers into the board room for prayer.

Friends describe him as gentle, calm and collected, "and firm if he has to be."

For example, one associate says, "He's a stickler for time." If he calls a meeting for 10 A. M., "it's going to begin at 10. . . and if it's supposed to close at 2, he closes it half a minute to 2," the associate explains.

On occasions Mr. Spaulding has taken time from his business schedule to undertake missions for the United States Government. In 1956 he served as a member of the special American delegation to the presidential inauguration ceremonies in Liberia. The same year he was a delegate to the UNESCO general conference in New Delhi. In 1959 he introduced President Sekou Toure of Guinea to American Negro businessmen.

Friends say that his reserved but genial manner, his dry wit and his deep faith in the future of his race enabled him to play an important role on each occasion.

Father of Four

Mr. Spaulding and his wife, the former Elna Bridgeforth, have three sons — Asa T. Spaulding, Jr., an assistant vice president of North Carolina Mutual; Aaron, who is working on a master's degree at the Wharton School of Finance and Commerce of the University of Pennsylvania, and Kenneth, a senior at Howard University — and a daughter, Mrs. Patricia Moore, who is married to a doctor.

The Spauldings live in an eight-and-a-half room, two-story house of brick and stucco in a middle-class Negro neighborhood of Durham.

Mrs. Spaulding, a singer who occasionally sings at their church, describes the house as "traditionally furnished." On the wall of one room there are 10 paintings of scenes from the life of Buddha. The paintings were given to Mr. Spaulding by the Indian Government.

Mr. Spaulding says he reads religious material and publications dealing with the world scene and economics.

"I don't read much fiction," he says. "I'm more interested in the serious side of life."

If asked what else he does in his spare time, he replies:

"I don't have any spare time."

HELPING HANDICAPPED CHILDREN

(Continued from Page 36)

These are only a few suggestions. There could be many, many more. Let me state frankly that I know how difficult it is for us to change our own behavior as well as help others change theirs and that is even more true of attitudes. It is not easy to help someone believe in himself. Thus your task is extremely difficult. I do not envy you your job as classroom teachers. It is almost an impossible task. But you are trying. You are to be commended for the good job done in the face of so much adversity.

Perhaps I could summarize it all by suggesting to you that you leave false dignity at home when you come to school. Let the children see your frailties and weaknesses as they really are. In order to do that you must have a deep sense of humor. Develop the ability to laugh at yourself and with your children. They will understand and love you for it.

The Johnston County Unit of the NCTA held its regular meeting on March 2, 1967 and featured a panel discussion centered around the theme "Teaching Disadvantaged Children."

Dr. J. W. Sumner, psychologist for Johnston County Schools was one of the panelists. The above are his remarks.

SUPPORT YOUR CREDIT UNION

"Save With Us,
Borrow From Yourselves"

Available on Loan

All of the following tapes are available for loan free of charge with the stipulation that they be returned within a reasonable amount of time at the expense of the borrower.

Requests for tape(s) or further information should be addressed to:

Tapes Officer
Office of Media Services
Department of State
Washington, D. C. 20520

Introduction to Central Africa—James O'Sullivan, Deputy Chief of Mission to Tunisia, (Former Director, Office of Central African Affairs).

Mr. O'Sullivan describes the turbulent area of Central Africa — Portuguese Guinea, Angola, Mozambique, Congo-Brazzaville, Ruanda and Burundi — their people and history, their resources and problems, and United States relations with them.—28 minutes

The U. S. Policy Towards South Africa—Walde-
mar Campbell, Officer-in-Charge, Republic
of South Africa Affairs

Against a backdrop of long and close South African-United States relations Mr. Campbell points out why and how the United States today opposes the South African government policy of apartheid. He concludes with some insights into the current World Court case involving South Africa's protectorate over West Africa.—27 minutes

A Look at the Far East: Japan, Korea, and the Republic of China—Robert A. Fearey, Director, Office of East Asian Affairs.

Mr. Fearey analyzes current trends and our foreign policy objectives in Japan, Korea, and the Republic of China, and elaborates on our special interests vis-a-vis Japan.—28 minutes

Communist China's View of the World and Implications for American Foreign Policy—William Cunningham, International Relations Officer in the Asian Communist Bureau

Mr. Cunningham describes Chinese Communist foreign policy as an outgrowth of their revolutionary experience and the challenge this poses for U. S. foreign policy.—28½ minutes

U. S. - Soviet Relations—David Henry, Member, Policy Planning Council, (Former Director, Office of Soviet Union Affairs).

Mr. Henry analyzes United States - U.S.S.R. relations, recent trends towards a normalization of these relations, and matters of common interest to the two countries.—24½ minutes

Considerations Behind a Nuclear Non-Proliferation Treaty—Adrian Fisher, Deputy Director of the Arms Control and Disarmament Agency.

Mr. Fisher discusses the need for a non-proliferation treaty, the obstacles obstructing successful negotiations, and the prospects for such a treaty.—28 minutes

The New Face of Western Europe—David McKillop, Director, Office of Western European Affairs

Mr. McKillop describes Western Europe today, emphasizing the remarkable post-war recovery which has made it a showcase of democracy to Eastern Europe. President DeGaulle's moves to dissociate Europe from what he considers United States hegemony are also discussed.—28 minutes

Economic Integration in Western Europe—LeRoy Percival, Deputy Director, Office of Atlantic Political - Economic Affairs

Mr. Percival outlines the responsibilities of his office, with special emphasis on the integrated communities in Europe with which it deals — the Coal and Steel Community, the Common Market, and Euratom.—24 minutes

Is NATO Necessary?—George Vest, Deputy Director, Office of Atlantic Political and Military Affairs.

Mr. Vest describes the development of NATO and answers charges that NATO is dwindling in significance, with reference to President DeGaulle's policy toward the organization.—26 minutes

Should the U. S. Trade with Communist Countries?—Robert B. Wright, Director, Mutual Control Staff

Mr. Wright discusses the Battle Act, which embargoes the shipment of strategic materials to the Sino-Soviet bloc, describes the extreme difficulties of enforcement, and considers a possible future easing of its restrictions.—28 minutes

The Global Task of AID—W. Steen McCall, Senior Evaluation Officer, Office of the Administrator, Agency for International Development.

Mr. McCall, whose job entails world-wide travel evaluating United States aid projects, gives colorful details on program in three continents—in Bolivia, Guinea, and Turkey.—22½ minutes

Retired Teacher . . . VISTA Volunteer

Orpha Stutsman has a lot to remind her of the Tar Heel State. She has roses, rubies, and a stack of letters from admirers, but most of all she has her new Teflon cookware. Whenever she cooks a meal, she thinks of the young men at Arrowood Job Corps Conservation Center in Franklin, North Carolina, who hated to see her leave.

The roses — 12 long-stemmed red ones — were presented to her soon after she arrived. She mined the rubies herself on a relaxing weekend in the mountains and had them made into a pin and a ring as a permanent memento. The letters, addressed to Great Onyx Job Corps Camp, Mammoth Cave, Kentucky, are from Corpsmen who could barely write before they met her.

Mrs. Stutsman, 68, is a Volunteer In Service To America (VISTA) who after one year in North Carolina has re-enrolled to share some of her 32 years of teaching experience with young men between the ages of 16 and 18 who had somehow missed out on the education process. She and her companion, VISTA Mary Haisty, have been reassigned to the Great Onyx Job Corps Camp in Kentucky.



Mrs. Stutsman admires some copies of "The Arrowood Breeze" as the editor and assistant look on.

The Arrowood Corpsmen tried to keep Mrs. Stutsman in Franklin when she completed her first year last December. They even threatened to remove the engine from her '62 Pontiac, or let the air out of her tires.

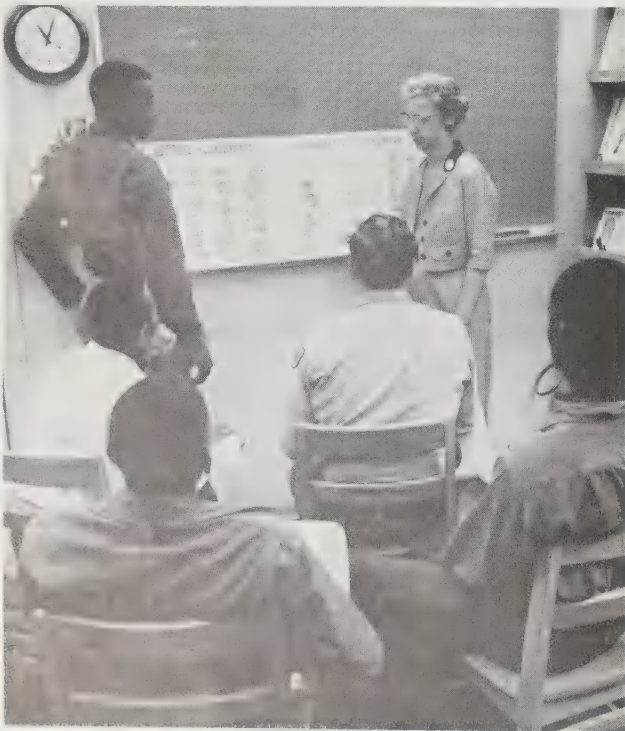
Instead they presented her with the Teflon at a candlelight dinner in her honor and sent her off to another group of Corpsmen. They don't think those boys realize what they've got.

They've got a first-rate teacher, advisor, button-sewer, and friend. It was she who started the tradition of Friday night candlelight suppers when she first came to Arrowood.

Eating together was a new experience for the boys, many of whom ate in shifts back home in the crowded ghettos of the North or the shacks of the rural South. Whether it was candlelight and white tablecloths, the presence of a lady, or their white shirts and Job Corps blazers, the boys improved their manners and their language. As Corps Director Joe P. Meadows said, "Mrs. Stutsman definitely raised the standards around here."

When Orpha Stutsman arrived at Arrowood, she was the first woman in the center. At that time, she was the first woman VISTA Volunteer in any Job Corps center in the United States.

Living at the camp and taking their meals with the Corpsmen, VISTA Volunteers are more than teachers. Their duties are as varied as the individual center requires. They serve as friend, confidant, and tutor. Many trained teachers conduct regular classes.



Corpsman John Parker of Norfolk, Va. at blackboard and students at seats prepare for drill in phonetics. Mrs. Stutsman's classes of spelling, letterwriting, reading, and phonetics are small and relaxed.



PEGGY BLISS — Author of Article

In Mrs. Stutsman's classes of reading, letter writing, spelling and pronunciation, she concentrates on mastery of English — a second language for some of the Spanish-speaking Corpsmen. In other classes, they learn basic arithmetic. The boys generally stay at the camps from six months to a year, after which they graduate to urban centers to learn a trade.

One of these Corpsmen is Freddy Velez. Eighteen-year-old Freddy came to New York from Puerto Rico nine years ago. In the years that followed, he picked up English and almost completed high school, dropping out in the eleventh grade. After a year at Arrowood, he graduated to an urban center in Washington, D. C.

He credits the VISTA Volunteer with much of his success: "Mrs. Stutsman, she taught me English. She's a good teacher. She taught me things I never thought I'd learn."

A great deal of learning takes place in informal situations. The library is the best place to find Mrs. Stutsman, especially in the evening, helping the boys with their homework. At Great Onyx, as at Arrowood, she is in charge of the books. She's also there to sew on Job Corps emblems or give advice about family or girl friends.

One young man discovered how to adapt formal instruction to a personal situation. "Mrs. Stutsman teaches us to write business letters, he explained. "Then I take the hint and write to my girl."

Not all Corpsmen are so self-reliant. The Volunteer tells of another letter to a girl friend that she didn't help write. The youth wanted her to help him propose marriage by letter, but she advised the impetuous suitor to wait at least until he had a good job.

Peggy Bliss, a New Yorker, received her Master of Arts in Teaching from Duke University, and taught Spanish and English at Durham High School, Durham, North Carolina, from 1961 to 1963 where she was an advisor to the Pan American Club and to the School Newspaper. She is a former member of the North Carolina Education Association and a NEA member of Kappa Delta Pi, National education fraternity, which in Durham, she held evening classes in English for Cuban refugees.

She received her B.A. in English from Oberlin College in Ohio, and did graduate study in Italian at the University of Florence, Italy, under the auspices of Middlebury College.

As a Community Relations staff writer for VISTA in Washington, D.C. she has recently been writing a series of articles on former teachers in VISTA.

For many of the boys, a Job Corps center is the first time away from home. They miss girl friends and families. "I try to get them over the rough spots," she said. "Once in a while, one cannot be helped, but the ones who can make up for all the others. It's like investing in stocks and the rewards are so much greater.

"It is most heartening to see a boy take hold of the program and walk away with it," she continued. "There are so many fellows this age who can be salvaged.

"They need more individual help than those I taught in high school, but they're so willing to accept it — so eager to progress. We have two kinds here at the centers, the 'here-for-business' kind and the "give-it-a-try" kind. But I never saw such courtesy as I have seen in the Job Corps."

Mrs. Stutsman finds Job Corps life different from high school. "It's more relaxed, less regimented, than the conventional classroom," she said. "It lets the students go at their own speed."

One thing she hasn't tried yet at Great Onyx is the dining room sing. Getting teenage boys to sing in a group isn't as easy as leading the church choir, one of her former duties. But inspired by the growing *esprit de corps* among the boys and the natural beauty of North Carolina symbolized by Wayahbald Mountain, she composed a song to the tune of "Springtime in the Rockies" which has since become the official Camp Arrowood song.

"One of my greatest joys is to get a Corpsman to see a brighter future at Job Corps," she said. "When he has learned to respect the rights of others, or to improve his work habits — whatever his problem was — the twinkle in his eyes shows his gratitude better than anything else."

Attack on USOE Officials

Officials of the United States Office of Education were attacked in San Francisco on March 6, 1967, for perpetuating a system of federal aid-to-education which bypasses the governors and their states.

Soon after three USOE officials explained their operations — to the opening meeting of the Steering Committee, Education Commission of the States — Governor Calvin Rampton of Utah accused the federal education office, in programs now being developed, of retaining the administrative system which has drawn so much fire in the past.

In the new Follow Through program — a plan to extend the achievements of Headstart further up the educational ladder into the first and second grades — the primary interaction would still be between Washington and the local education agency, Rampton said.

He said the states would have only the opportunity to review and recommend plans already drawn up at the local level without any state participation. Rampton said that as far as he could see, this type of operation was not involving the state at all, only allowing it to rubber-stamp plans which already had been laid.

He said he thought state departments of education should have some administrative authority in the federal programs.

Wayne Reed, associate commissioner of education for federal-state relations, answered that the states would be involved to the maximum.

Then Governor Charles Terry, Jr., of Delaware, chairman of the Education Commission, asked why federal money could not be allocated to the states to equalize their school budgets and help them provide equality of education for all children.

Reed said he thought this is just what will happen. He said he noted a definite trend in this direction, possibly to making block grants to the states based on the number of pupils, or making a tax rebate to help equalize education. But this, he admitted, was "a few years down the road."

Governor John Chafee of Rhode Island questioned whether giving more authority over education to regional offices of USOE would result in improved operations. The answer was "yes." Charles Zellers, deputy associate commissioner for elementary and secondary education, pointed out that the decentralized operations in the nine regional offices would provide closer administration and fairer decisions on problems which might arise.

Winding up the morning session, the federal men offered three proposals through which the Education Commission — made up of 38 states which have joined in a cooperative effort to improve their stance in education — could get federal money to help achieve its goals:

*Providing technical and consultative help to state education agencies using federal funds under Title V of the Elementary and Secondary Act.

Developing plans to accredit state education agencies and help them improve their operations and administration.

*Providing education seminars to help bring commissioners up to date on educational issues from funds under the proposed Education Professions Act of 1967.

The Steering Committee has not yet discussed whether it would accept Federal aid for special projects to strengthen state governments, if offered.

(Each member state appoints seven commissioners. The governor, who is automatically a commissioner, appoints four others, primarily from the state education community. Each house of the legislature also appoints a Commissioner from its membership.)

In the afternoon, criticisms of federal education policy continued. Senator Richard Webster (R-Mo) charged that there was not sufficient notice of Federal programs to allow the states to gear up for their operation. At one point, he said, "we had just completed a study of the state's education program when, suddenly, there were many more programs. Suddenly, we were understaffed."

Dr. Andrew Holt, president of the University of Tennessee, said that states themselves were to blame for many of their problems. For one thing, he said, the chief state school officer — the head of the state department of education — typically is tremendously underpaid. "The chief state school officer is the leader of education," Holt said. "We should expect to pay him a salary competitive with what the job demands. His job is as important as that of the president of any university."

(Continued on Page 47)

Unusual New Aid Offered To Help Teach Youngsters Economics

How can children in the early grades of primary school grasp the nature and understand the workings of our nation's highly complex free enterprise economy?

A new teaching aid, now being offered to schools by the National School Committee for Economic Education, Inc., suggests one proven answer — Let the children dance, sing and act out such sophisticated economic theories as supply and demand, competition, and consumer satisfaction by using their own everyday experiences.

The new aid, a filmstrip entitled "The Customer Is the Boss," shows how a New York school teacher used a playlet to successfully teach youngsters in kindergarten and first and second grades two basic principles: the importance of customers to any business, and the role of advertising in our economy.

The sponsor of the filmstrip is the General Foods Corporation, whose special grant to the National Schools Committee reflects the increasing support of business for important educational projects.

The National Schools Committee, which produced the filmstrip, is a non-profit organization founded in 1953 under the chairmanship of Dr. Ben D. Wood, director of Educational Research at Columbia University, to conduct a research and development program in ways and means, aids and materials, to help school teachers teach the fundamental principles un-

derlying the American economic system and the traditional values of which this system is a part.

The student playlet was the idea of Mrs. Ethel Ernst, a teacher at the Primary School in Locust Valley, N. Y. and a member of the National Schools Committee for Economic Education, who wrote the script and directed her first grade pupils in its production.

As Mrs. Ernst explains in the filmstrip: "Anyone who teaches primary age children knows that economic factors are an important area of a child's life.

"We have children in our classrooms with little respect for property. We have children who can't afford to buy an extra notebook. Boys and girls become excited when the family buys a new automobile.

"The material I developed in the classroom culminated in the playlet, which I called "Where Does The Money Go?", to teach the important concept that the customer is the boss and without customers here would be no business and no jobs — in our complex society, the customer is the key."

Mrs. Ernst decided to dramatize this concept with what is for most youngsters practically a daily experience — the trip, with mother, to the local supermarket. The filmstrip explains how Mrs. Ernst received the support of a local supermarket manager, who supplied posters used by the students to decorate their set, and also shows the students preparing for, and performing the play.

In addition to the "mother" and "her children," who actually make the trip to the supermarket, other youngsters appear in the play dressed in costumes representing familiar food products — boxes of cereals, gelatin and crackers.

The question of how the "customer" is the "boss," the children answer through their appearance in the roles of some of the people whose livings depend upon the supermarket purchase — The Farmer: "Every year I plant acres and acres of grains. When it is harvested I need to sell it to somebody." The Baker: "I buy the grain to make cereals, breads and cookies." The Factory Worker: "I work in a factory that makes cardboard boxes. Cereal manufacturers buy the boxes I work on to package cereals." The Train Engineer: "I run the train that delivers the cereals, breads and cookies to the supermarket." And the Supermarket Manager: "I need to have cereals and breads and cookies on the shelves, but I need to sell them to someone, too."

One of the children sums up the point of the dramatization with a simple sentence that suggests the vast impact of a single shopper's purchase: "We should remember that our purchase of an item supports many, many people."

The aim of the play was to give the youngsters a chance to enjoy themselves while learning some basic economic principles. And in the play, some of the student actors dance a twist to the catchy music of a soft-drink commercial to demonstrate the influence of advertising; others march and parade on stage in their food-package costumes to stress the importance of supermarket purchases.

Through the weeks of preparation and rehearsal, Mrs. Ernst says the children all got a thorough grasp of the play's meaning and were able to communicate it to more than 300 of their fellow students in kindergarten, first and second grades who saw their performances.

Although "The Customer Is the Boss" filmstrip is intended primarily for teachers to help them work up similar school plays, many teachers are also showing the film to their students.

Copies of this training aid are available from the National Schools Committee in two forms: a 35mm, color filmstrip with a two-sided recording for both manual and automatic projection, which costs \$18; and a 16mm, color, sound slide-motion picture film, which costs \$75.

In addition to this and other instructional aids, the National Schools Committee, whose more than 200 professional members include several state superintendents of education, reaches about 10,000 teachers annually through its institute meetings. The purpose of the institutes, which are conducted in cooperation with school systems throughout the country, is to familiarize teachers with the latest instructional techniques and aids available in the field of economics.

CONTACT: Miss Joan Caldwell or Miss Louise Snyder, National Schools Committee, 212-244-4477.



**Teaching jobs
in the Southeast**

Prompt placement for college and public school teachers and administrators. Inquiries confidential.

HAWORTH TEACHERS AGENCY

Box 1808 · High Point, N.C. 27261 · Phone 919-883-6024

NEA's Human Rights Group Publishers Complete Book List On Negro Feats

He came over on the Mayflower, shed his blood in revolutions, civil and world wars, and made his mark on American social, economic, cultural, and technological history. What manner of man is this Negro?

In the wake of what might be called the "Negro Renaissance," the past, present, and future of this nation's Negro citizen is rapidly unfolding in numerous publications. The most comprehensive and significant compilation of paperback books on the subject has been published by the National Education Association, titled "The Negro American In Paperback."

Developed by the District of Columbia Public Schools, and edited under the supervision of the NEA's Publication Division, the compilation is published by the Committee on Civil and Human Rights of Educators of the NEA's National Commission on Professional Rights and Responsibilities. Primarily intended as a guide and reference to secondary school teachers and students, "The Negro American in Paperback" will be useful to students, educators, and laymen on all levels.

No listing of books on outstanding Negroes would be complete without mention of autobiographies by Marian Anderson, James Baldwin, Sammy Davis, Jr., Martin Luther King, Althea Gibson, Dick Gregory, and Leroy (Satchel) Paige. These contemporary "greats" are included in addition to historical names such as Booker T. Washington and George Washington Carver.

The listing goes further, however, and includes the little-known histories of Marcus Garvey and his "back to Africa" movement; Frederick Douglass, ex-slave who earned fame as a great abolitionist, writer, and statesman; Negroes who fought during the Revolutionary era; Hugh Mulzac, the first American Negro to win a master's license and command his own ship; and Father Josiah Henson, the Negro slave whose story served as inspiration for Harriet Beecher Stowe's classic "Uncle Tom's Cabin."

Few would deny that most American popular music, and much of modern dance found early roots in Negro culture, but many are not aware that Negroes have contributed to other phases of this nation's cultural heritage. The annotated list includes, for example, Arna W. Bontemps "American Negro Poetry," an anthology reflecting the past 75 years' achievements. Margaret Just Butcher's "The Negro in American Culture" describes the contributions of Negroes in literature, the theatre, and other arts. There are also books on slave songs and spirituals.

Of the many books listed that trace the history of the American Negro from pre-Mayflower days, Lerone Bennet, Jr.'s "Before the Mayflower; A History of the Negro in America, 1619-1964" is included, as well as Rayford W. Logan's "Negro in the United States: A Brief History." Benjamin Quarles' "The Negro in the Making of America" traces the influence of the Negro in the United States from pre-Revolutionary days to the sixties.

The search for identity, and understanding, is included in such books as "The Desegregated Heart" by Sarah Patton Boyle, a Southern white woman who writes of white and Negro participation in the civil rights movement. Ralph Ellison describes in "Invisible Man" the life of a Southern Negro who goes North to find his true identity. Also included in the listing is John Griffin's "Black Like Me," the startling details of his experiment to dye his skin and live in the South as a Negro. A scholarly approach is taken by William C. Kvaraceus who describes the Negro concept of himself and the need for re-education of Negro youth. J. Saunders Redding's two books "On Being Negro in America," and "The Lonesome Road" describe the pathos and cruelty experienced by members of his race.

In addition to many historical surveys, the list includes several outstanding books describing current movements. Doris Saunders' "The Day They Marched" is a pictorial and documentary account of the August 1963 march on Washington. "Letters from Mississippi" by Elizabeth Sutherland includes letters from white visitors to the state. "When the Word is Given," by Louis Lomax, describes Malcom X and the Black Muslim movement, as does E. U. Essien - Udom's "Black Nationalism."

The U. S. Civil Rights Commission report (5 volumes) is recommended for its detailed account of the civil rights movement on all levels of contemporary life. The role of the Negro in American history is outlined in a New York Board of Education report which includes an eight-page bibliography. Two other books take up the integration stories in Detroit and D. C. public schools. The issue of prejudice among Jews and Negroes is outlined in a collec-

tion of papers presented to a Jewish Social Studies symposium.

Since the early days of American drama, which shocked audiences with the presentation of "The Octoroon," numerous plays, films, and novels have been written about the Negro and his struggle for first-class citizenship. Howard Fast's "Freedom Road" is one of the notable fiction pieces based on Reconstruction Period, and Lorraine Hansberry's "Raisin In The Sun," winner of the 1958-59 New York Drama Critics Circle Award, is still being viewed by television audiences. William Kelley's "A Different Drummer" is a gripping novel of a Southern town and what happens with the sudden departure of its Negro population. "To Kill a Mockingbird," also an outstanding motion picture, is suggested reading, as well as Richard Wright's "Native Son," a powerful novel published in 1941.

The list includes hundreds of prominent authors including Harry S. Ashmore, W. E. B. DuBois, Eli Ginzberg, Harry Golden, Sen. Jacob Javits, R-N.Y., Gunnar Myrdal, and Charles Wesley.

The committee charged with the responsibility of selecting the books included Joseph E. Penn, supervising director, Mrs. Elaine C. Brooks, and Mrs. Mollie L. Berch, both education specialists with the Department of History of the D. C. Public Schools.

If the purpose of the listing could be summed up by one book, that book might be Kenneth B. Clark's "Prejudice and Your Child." It is described as "A comprehensive, sound discussion of the various ways in which children acquire negative racial attitudes." If a child

"really has to be taught to hate," as a song from the play "South Pacific" puts it, this listing of books may go far to teach the opposite.

ATTACK ON USOE OFFICIALS

(Continued from Page 44)

In other actions the Commission:

*Heard a plea for it to develop a bill of educational right. Dr. Leon P. Minear, State Superintendent of Public Instruction in Oregon said: "For too long, school administrators have been concerned with budgets, bonds, and buses." Now, he said, education must gain its freedom from rigid, institutionalized and outmoded practices. "What is needed is a new concept of the school."

*Heard a prediction that by the end of the year, the Commission's study group on elementary and secondary school finance would produce a handbook by which interested citizens could judge the efforts of their schools.

SUPPORT THE NEA DUSHANE FUND FOR TEACHER RIGHTS

A NATION-WIDE CAMPAIGN TO RAISE FUNDS TO DEFEND TEACHERS' RIGHTS OFFICIALLY STARTED ON MAY 1

N.C.T.A. CREDIT UNION AUDIT REPORT

NORTH CAROLINA
DEPARTMENT OF AGRICULTURE
RALEIGH
March 24, 1967

Credit Union Division
Department of Agriculture
Raleigh, North Carolina
and,
Board of Directors
N. C. Teachers' Association Credit Union
Raleigh, North Carolina
Gentlemen:

I have made a regular supervisory agency examination of the records of the North Carolina Teachers' Association Credit Union, Raleigh, North Carolina, as of February 28, 1967, and submit the following report.

This examination consisted of verifying all balance sheet accounts in accordance with accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances to determine solvency of the credit union and its compliance with the Credit Union Law. The individual accounts of the subsidiary ledger were not confirmed directly with the members; therefore, no opinion is expressed as to their accuracy.

A comparative balance sheet is attached as Schedule A.

COMMENTS ON BALANCE SHEET ITEMS ASSETS

Cash **\$ 4,203.86**
The Bank statement of the Mechanics and Farmers Bank was reconciled as of February, 1967, and the balance was found to agree with the general ledger control.

Loans **\$51,785.30**
A schedule of all loan outstanding as of February 28, 1967, was prepared and the total was found to agree with the general ledger control. All notes were examined for collateral, delinquency, and proper procedure. Loans which were more than 3 months delinquent totaled \$967.50, or approximately 2 per cent of the total outstanding loans. Now that tangible property is being used as collateral on loans, care should be used in obtaining the legal title of the property over to the credit union.

Furniture and Fixtures **\$ 879.87**
This account consists of equipment purchased by the credit union during the year of 1966. This should be depreciated at the rate of 10 per cent per year.

Investments **\$ 8,468.99**
This account represents money on deposit in the following institutions:

Mechanics and Farmers Bank	\$4,293.08
League Central Credit Union	1,042.50
Mutual Savings and Loan Association	3,133.41
	\$8,468.99

The passbooks were examined to verify this account. The 5 per cent requirement is satisfied.

Prepaid Bond **\$ 155.00**
This account represents the unexpired portion of the three-year premium on the treasurer's bond which expires on December 31, 1969.

LIABILITIES

Shares **\$52,407.24**
An adding machine tape was run on all share balances on record as of February 28, 1967, and the total was found to agree with the general ledger control. It was necessary to make a detail check of each share transaction for the month of February, 1967.

Notes Payable **\$10,000.00**

This account represents money borrowed from League Central Credit Union in the amount of \$7,500.00 and from Mechanics and Farmers Bank in the amount of \$2,500.00. The loan from Mechanics and Farmers Bank was paid after the date of this examination.

Reserve Fund **\$ 2,350.59**

This is the regular statutory reserve as required of all state-chartered credit unions and it is properly set up as of December 31, 1966.

Undivided Earnings **\$ 570.24**

This represents the undistributed net earnings of the credit union after a 5 per cent dividend was paid for the year of 1966. All current expenses should be paid from current year's income prior to the closing of the books on December 31.

Profit and Loss **\$ 164.95**

This represents the excess income over expenses for the period from January 1, 1967, to February 28, 1967.

REMARKS

The total assets of this credit union have increased by approximately \$25,000.00 since our last examination. The interest yield for the past year was approximately 11 per cent. After adjusting for the amount of contribution received from N.C.T.A., and the expenses which were charged to undivided earnings, the total expenses compared to total income were 65 per cent.

Now that this credit union is large, it must be operated more efficiently than it has ever been in the past. The books must be posted up to date and in balance at all times. The carbon copy of the check voucher must be filed or bound together in numerical order. For with the passing of time, if a question should be raised as to the payment of a single item, it would be all but impossible to locate the copy of the check supporting this item.

Appreciation is expressed for the cooperation extended during this examination.

Respectfully submitted,
CREDIT UNION DIVISION
E. C. Swartz
Fiscal Examiner

ECS:sc

Ccs: Mr. W. V. Didawick, Administrator
Mr. James A. Graham, Commissioner of Agriculture
Mr. T. J. Jeffers, President
Mr. Fred McNeill, Treasurer

NORTH CAROLINA TEACHERS' ASSOCIATION CREDIT UNION RALEIGH, NORTH CAROLINA COMPARATIVE BALANCE SHEET

ASSETS	2-28-67	3-31-66
Cash	\$ 4,203.86	\$ 5,204.16
Loans	51,785.30	27,007.45
Furniture and Fixtures	879.87	—
Investments	8,468.99	8,166.26
Prepaid Bond	155.00	—
	\$65,493.02	\$40,377.87
LIABILITIES	2-28-67	3-31-66
Shares	\$52,407.24	\$37,922.15
Notes Payable	10,000.00	—
Reserve Fund	2,350.59	1,477.65
Undivided Earnings	570.24	228.61
Profit and Loss	164.95	749.46
	\$65,493.02	\$40,377.87

6th Annual Meeting, January 20, 1968, Jack Tar Hotel, Durham

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Three Consecutive Years

Summer Loans — May 1 to June 10, 1967; Send 1967-68 Contracts
With Loan Applications

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY — COLLATERAL TYPE LOANS ONLY SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1966, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

Guidance counselor with stripes on his sleeve.

Serials Sec., Acquisitions Dept.
Library
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, N. C. 27515

That's a good description of your Army Recruiting Sergeant.

Expertly trained in aptitude testing and career counseling, he works hard and long at one job—matching the right man with the right opportunity.

And he has a lot of opportunities to offer. The Army Graduate Specialist Program offers men training in over 300 technical skills. In electronics, computer programming, photography, printing, graphic arts, aviation, foreign

languages and mechanics, just to name a few. As you know, these are skills a young man can build a career on. Not only in the Army, but also later in civilian life.

Best of all, qualified young men are guaranteed in writing the job training they select before they enlist. And they're under no obligation until they enlist.

But to qualify, a young man has to be good.

He must have an aptitude for the

job. He must work hard. He must be anxious to learn.

It's the Recruiting Sergeant's job to find this kind of young man and let him know about the opportunities waiting for him.

Shouldn't the young men in your school learn if they qualify? It's the best way we know to fulfill a military obligation.

Call the Army Recruiting Sergeant in your area. He'll be glad to give you all the details. **Army**

NC Teachers Record

OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION

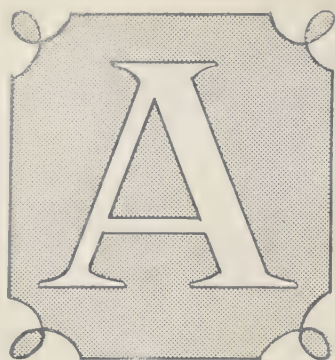
Serials Sec., Acquisitions Dept.
UNIVERSITY OF NORTH CAROLINA
Chapel Hill, N. C. 27515

C370.2
N86t

DEC 4 1967

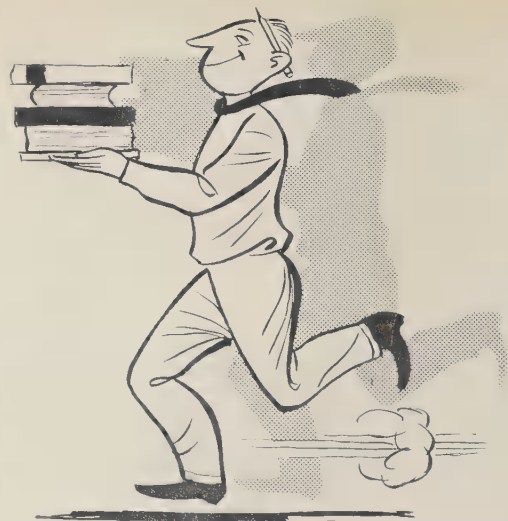


Theme: Commitment To Action



is
for
action...

...the kind you get when
you order books from us!



Since 1911 we have served the school teachers and school administrators of North Carolina—in war and in peace, in good times and bad—progressing as the people and the schools of our state have progressed. The foundation of our business is the trust and good will of our customers. By constant attention to our job and by constant eagerness to improve our service, we have built up a highly efficient book distributing organization. Our service is second to none.

Save Time! Save Money! Save Office Detail!

by consolidating your orders and sending them direct to us.

**FOR YOUR CONVENIENCE, the publishers listed below have
warehoused with us a complete stock of HIGH SCHOOL,
SUPPLEMENTARY, and WORKBOOKS for use in North Carolina.**

Addison-Wesley Publishing Co.
Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fideler Co.
Follett Publishing Co.
Funk & Wagnalls
Garrard Publishing Co.

Ginn and Co.
Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
G & C Merriam Publishing Co.
Charles E. Merrill Books
Music Publishers Holding Corp.
National Forum, Inc.
Noble and Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Spencer International Press
Summey-Birchard Co.
Steck-Vaughan Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

FIFTY-SIX YEARS OF SERVICE TO THE SCHOOLS OF NORTH CAROLINA

1911

We pledge to the school teachers and school administrators of North Carolina prompt, accurate, and economical handling of your school book and supply orders.

1967

North Carolina
SCHOOL BOOK DEPOSITORY

INCORPORATED

811 W. Hargett Street Telephone 832-3321

Raleigh, N.C.

BANQUET—DANCE 7:00 P.M. FRIDAY, JANUARY 19, 1967, JACK TAR HOTEL, DURHAM
6th Annual Meeting, 10:00 a.m. January 20, 1968, Jack Tar Hotel, Durham

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Three Consecutive Years

NOTICE

The NCTA Credit Union Board of Directors, on September 1967 adopted three (3) significant resolutions:

A. All share account members as of September 1, 1967 are required to bring their shares balance up to \$25.00 by December 8, 1967 or have their shares refunded.

B. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

C. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY — COLLATERAL TYPE LOANS ONLY SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$ _____. My monthly salary is \$ _____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1966, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601

N. C. T. A. OFFICERS

GENERAL OFFICERS

Dr. Rudolph Jones, President	Fayetteville
Mrs. Ruth B. Jones, Vice-President	Rocky Mount
Dr. Nelson H. Harris, Treasurer	Raleigh
Mrs. Edythe R. Tweedy, Recording Secretary.....	Rocky Mount

SPECIAL OFFICERS

Dr. S. E. Duncan	
Immediate Past President	Salisbury
Mrs. Mae Sue Henry	
President, Association of Classroom Teachers.....	Greensboro
John H. Lucas	
State NEA Director	Durham
Mrs. Elizabeth D. Koontz	
NEA President-Elect	Salisbury

ELECTED MEMBERS

C. A. Page, Raeford
D. F. Walker, Edenton
Robert L. Davis, Charlotte
T. V. Foster, Rocky Mount
W. O. T. Fleming, Salisbury
J. H. Wooten, Goldsboro

DISTRICT RESIDENTS

Coastal Plain	A. C. Crowder, Goldsboro
East Piedmont	Mrs. Eva M. Pratt, Durham
North Central	T. V. Foster, Rocky Mount
Northeastern	Mrs. Elizabeth Byrd, Edenton
Piedmont	Vance Chavis, Greensboro
Southeastern	L. G. Muldrow, Reiglewood
Southwestern	Mrs. Beth Wallace, Charlotte
Western	B. N. Cook, Winston-Salem

MEETINGS

"NCTA Calendar 1967-68"

Refer to September NEWSLETTER for
District Meeting Schedule

NCTA State Convention — April 4-5, 1968 —
Memorial Auditorium — Raleigh, N. C.

NCTA Board of Directors Meetings (Tentative)

- A. September 9, 1967
- B. December 2, 1967
- C. February 3, 1968
- D. March 2, 1968
- E. May 4, 1968

Called meetings at the discretion of the President.

All meetings are scheduled for 11:00 A.M. o'clock — 125 E. Hargett Street — Raleigh, N. C.

Annual Leadership Conference NCTA-NEA — August 8-10, 1968 — Hammocks Beach, Swansboro, N. C.

NEA Convention — June 30-July 5, 1968 — Dallas, Texas.

Hammocks Beach Corporation Meetings (Tentative)

- A. Hammocks Corporation Board of Directors
 1. September 9, 1967
 2. December 2, 1967
 3. February 3, 1968
 4. March 2, 1968
 5. May 4, 1968

Called meetings at the discretion of the President.

B. Annual Hammocks Pilgrimage — May 18, 1968 — Hammocks Beach, Swansboro, N. C.

All meetings are scheduled for 9:30 A.M. — 125 E. Hargett Street, Raleigh, N. C.

(Continued on Page 27)

DIVISION, DEPARTMENT, AND SECTION CHAIRMEN

- Division of Classroom Teachers—Mrs. Mae Sue Henry, Greensboro
- A. Department of Elementary Teachers—Mrs. Ruby Manley, Ahoskie
 1. Section of Primary Teachers—Mrs. Ophelia Gray, Charlotte
 2. Section of Grammar Grade Teachers—Mrs. Susie Hilliard, Winston-Salem
 - B. Department of Secondary Teachers—Robert W. Boley, New Bern
 1. Section of English Teachers—C. C. Lipscomb, Raleigh
 2. Section of Foreign Language Teachers—(Unreported)
 3. Section of Social Science Teachers—Mrs. Esmeralda Hawkins, Rocky Mount
 4. Section of Mathematics Teachers—Mrs. Josie M. Thompson, Rocky Mount
 5. Section of Science Teachers—Delmours R. Ingram, Raleigh
 - C. Department of Teachers of Exceptional Children—Mrs. Nettie T. Council, Fayetteville
 - D. Department of Retired Teachers—Mrs. E. M. Kelley, Raleigh
 - A. Department of Home Economics Teachers—Mrs. Bernice T. Graham, Babin
 - B. Department of Vocational Agriculture Teachers—W. E. Foster, Warsaw
 - C. Department of Industrial Education Teachers—R. D. Smith, Chapel Hill
 1. Section of Industrial Arts Teachers—J. T. Gibson, Fayetteville
 - D. Department of Music Teachers—J. L. Edwards, Chairman, Raleigh
Hubert Walters, Co-chairman, Raleigh
 - E. Department of Health and Physical Education Teachers—Henry Eily, Roxboro
 1. Section of Driver Education—Isaac Barnett, Greensboro
 - F. Department of Business Education Teachers—Mrs. A. R. Cruse, Durham
 1. Section of Educational Secretaries—Mrs. Millie Veasey, Raleigh
 - G. Department of Extension Education (with Vocational Agriculture)

- H. Department of Librarians—Mrs. Norma M. Royal, Durham
 - I. Department of Guidance—Mrs. Alice Solomon, Raleigh
 - J. Department of Bible Teachers—Mrs. Eva Merritt Pratt, Durham
 - K. Department of Art Teachers—Mrs. Helen Daniel, Durham
 - L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville
- Division of School Administrators and Supervisors—A. C. Crowder, Goldsboro
- A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
 - B. Department of Principals—J. H. Twitty, Saint Pauls
 1. Section of Elementary Principals—J. D. McAllister, Raeford
 2. Section of High School Principals—
 3. Section of Junior High School Principals—S. J. Howie, Wilmington
 4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
- Division of Higher Education—L. H. Robinson, Durham
- A. Department of Administration—(Unreported)
 - B. Department of Instruction—Charles A. Ray, Durham
 - C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

HEADQUARTERS STAFF

- Elliott B. Palmer, Executive Secretary
Fred D. McNeill, Jr., Field Representative and Treasurer-Manager
NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
W. R. Collins, Expansion Director, Hammocks Corporation
Mrs. Della P. Perry, Bookkeeper
Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Mrs. Clementine Parker, Secretary to Executive Secretary, NCTA
Mrs. Gloria Hawkins, Secretary-Stenographer
Mrs. Ludie Singletary, Secretary to the Field Representative
James Jones, Building Custodian

ELLIOTT B. PALMER
Executive Secretary, and Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

* * *

THIS MONTH'S COVER

Baulio Alonso, President of the National Education Association (right) and Mrs. Elizabeth "Libby" D. Koontz, President-Elect, NEA, (left), exchange congratulations and discuss plans for future cooperative action on programs for the NEA. Mr. Alonso's theme: "Commitment To Action" will serve as the philosophy from which the NEA will be guided during 1967-68. This picture was taken immediately following the General Assembly, Friday, July 1, 1967 in the Minneapolis Memorial Auditorium.

* * *

Subscription price \$1.50 a year

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.



Entered as second class matter January 15, 1930, at the post office, Raleigh, N. C. under the Act of March 3, 1879.

Twelve Thousand and Five
Hundred Copies

North Carolina

Teachers Record

Official Publication of the North Carolina

Teachers Association

VOLUME XXXVII

OCTOBER, 1967

NUMBER 4

CONTENTS

	Page
NEA Convention Highlights	4
Resolutions Adopted at Minneapolis	5-13
National Education Association Balloting	14
14th Annual Leadership Conference	15
Motions Carried	16-17
State NCACT-NCTA Leadership Workshop	19
1966-67 Membership Report	20
Committees and Commissions	21-22
Federal Legislative Corner	23
From Jim Gardner's Office	24
Hawaii To Host English Teachers	24
J-M Announces Educational Program	24
United Forces Scoreboard	25
Summary of Improvements — 1967-1969	26
The Terry Sanford Award	27
Steiner Exhibits Available	28
National Classroom Teachers Conference	30
Letters to the Editor	31
Halloween Old and New	32
Doctoral Programs	36

ARTICLES

Is The Negro Male Student Becoming Extinct	29
Mathematics — How to Study It	34

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Credit Union	1
Slow Learner	18
Jenn Publications	32
Wrigley's Spearmint Gum	35
Chalk Dust	34
United States Savings Stamps and Bonds	Inside Back Cover
Field Enterprises Educational Corp.	Outside Back Cover



"Libby" Koontz delivers her acceptance speech, having been elected Vice-President President-Elect NEA as Dr. Applegate listens attentively.

NEA Convention Highlights

MINNEAPOLIS AUDITORIUM
MINNEAPOLIS, MINNESOTA

July 2-7, 1967

Theme: "Individual Commitment To
Professional Excellence"



The National Committee of Educators for Human Rights, in late evening sessions, analyze resolutions, by-laws and other items of business in the Leamington Hotel. Walter O'Brien, vice-chairman, from Trenton, N. J. reads an amendment as Pat Light, Recording Secretary, Fort Wayne, Indiana and E. B. Palmer, Chairman, listen.



The North Carolina delegation, clad in the costume dress for "Libby" Koontz, finds a bit of humor admix the issues of the Convention during one of the business sessions. Seated across the front row are officers of the NCTA and NCEA.



"Libby" greets over 5,000 delegates and friends, beside Ray Mroch, North Central Regional Director, Detroit, Mich., in the receiving line during the evening of the Classroom Teachers "open house". Shaking hands with "Libby" is Polly Chlystek, NCEHR officer of Columbia, Pa., as John Carlson, Urban Services Division, NEA (center), Mrs. Louise Alford of Florida and Lawrence Sorenson, Urban Services NEA (left) await their turn.



The State delegations meet daily during the Convention in early morning briefing sessions. The North Carolina Delegation pictured above listens as State officials outline the day's business.



Vice-President Hubert Humphrey greets Mrs. Ruth B. Jones, NCTA Vice-President, in the receiving line during the final night of the Convention. Pictured next to Mr. Humphrey are Mrs. Alonso, Braulio Alonso, their daughter and "Libby".

Resolutions Adopted at Minneapolis, 1967

67-1. Public Education in America

American public education is founded on the conviction that the public school is indispensable to national unity, common purpose, and equality of opportunity. The National Education Association calls for renewed affirmation of this conviction and for recognition of the central role of the public school in preserving, perfecting, and providing leadership for our free society.

The system of public education represents a development from colonial beginnings in response to the desires and needs of the American people expressed in communities throughout the land. It is entirely proper that schools adapt to educationally sound community thinking and constructive criticisms. It is essential, however, that such adaptations maintain this fundamental role of the public school in American democracy.

Solutions to the problems which face public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American. Any movement which would diminish this vital asset would deprive future generations of their birthright and the nation of their services. Therefore, any such movement will be vigorously opposed by the National Education Association. Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral and spiritual values. The survival of democracy requires that every state maintain a system of free public education and safeguard the education of all. The public school system is not expendable.

67-2. The Teacher as a Citizen

The National Education Association believes that every teacher has the right and obligation to be an informed and active citizen. It therefore recommends that every educational system in written personnel policies guarantee to all its teachers full equality with other citizens in the exercise of their political rights and responsibilities, including such activities as performing jury duty, voting, discussing political issues, campaigning for candidates, and running for and serving in public office. Provisions should be made to enable teachers to serve in public office without personal loss and without curtailment of annual increments or tenure, retirement, or seniority rights.

One prerequisite to high quality in education is acceptance by the community and by govern-

ing bodies of their responsibility in recognizing the political and professional status and rights of teachers. Another prerequisite is the exercise by teachers of these rights and responsibilities. The Association stands ready to support any teacher whose status or rights have been unfairly menaced or restricted. Such support the Association regards as a major obligation of professional organizations.

Many of the objectives which the organized profession has set for the improvement of education can be achieved only with the active support of its members in influencing public decisions. Therefore, the willingness of the teacher to assert himself fully as a citizen, including active political participation, is vital to the pursuit of high quality in education.

67-3. Expansion of Educational Opportunity

The National Education Association affirms the principle that the home and family are the basic unit in our free society and that parents have prime responsibility for the character development of their children.

It also believes that the general system of universal public education should be expanded. To these ends the Association recommends that support be sought at all levels of government to extend the opportunity for education at public expense downward to the age of four. In programs properly designed for children of these ages, schools can join with and enrich the efforts of home and family in educating children.

The Association further recommends that educational opportunity extend for at least two years beyond the high school for all high school graduates. These opportunities should be supported by local, state, commonwealth, and national appropriations and should be provided free of tuition charges. Further, the Association encourages and supports a strong education program for adults of all ages.

67-4. Federal Support of Public Education

The National Education Association seeks federal support of public education in line with the following principles and in full compliance with the Civil Rights Act of 1964.

a. That there be substantial general federal support of the whole of public education.

b. That present federal programs of specific aids be continued, expanded, and improved by consolidation, simplified administration and reporting, and that their evaluation be primarily a state and local responsibility.

c. That further expansion, related to federal support to education, be general in nature, and that these funds be allocated without federal control to state education agencies to supplement and to be used as state public education funds.

d. That the amount of aid be generally predictable for long-range planning and specifically predictable for year-to-year planning.

e. That distribution of the federal funds within states permit the same administrative discretion as for state public education funds.

f. That expenditure of the federal funds be only for the purposes for which the states and localities, under their constitutions and statutes, may expend their own public education funds.

g. That the legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state.

h. That the legislation contain provision for judicial review as to its constitutionality.

i. That federal educational programs be administered by a Cabinet Department of Education and, pending the establishment of such a Department, by the U. S. Office of Education.

The National Education Association urges its officers, directors, affiliates, and Legislative Commission to develop, seek, and continuously review legislative program to realize these principles and report any irregularities in the expenditure of such funds to the U. S. Office of Education or such other agencies as may have authority to make the necessary corrections.

67-5. Professional Salaries

The National Education Association commends those state and local legislative bodies and boards of education that have recognized the importance of higher teacher salaries as a means of promoting improved competence and performance in teaching. Still greater efforts are needed to increase teachers' salaries to levels which will retain competent teachers in the schools and attract persons of outstanding ability to the profession.

The Association believes that teachers' salaries should compare favorably with income in other professions and occupations requiring comparable preparation. Starting salaries for qualified degree teachers should be at least \$8,000, and salaries for experienced teachers with a masters degree should range at least to \$16,000 followed by continuing scheduled increases for career teachers of advanced qualification.

A professional salary schedule should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Provide a beginning salary adequate to attract capable young people into the profession.

c. Provide increments sufficient to double the bachelor's degree minimum within ten years for professionally qualified teachers with the master's degree, with further salary increases for additional preparation and experience.

d. Include specific salary scales for the bachelor's, master's, and doctor's degrees, with intermediate scales for the fifth, sixth, and seventh years of preparation.

e. Be developed cooperatively by members of boards of education, administrators, and teachers.

f. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

g. Relate salary scales for supervisory and administrative positions to the teacher-salary schedule by ratios which recognize differences in responsibility and other appropriate factors.

h. Be revised by methods which prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials to beginning salaries.

i. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

j. Allow full credit for teaching experiences outside the district.

67-6. Tax Deductions for Professional Expenses

The National Education Association believes that the nature of teaching requires all teachers to seek continuous growth and professional development. It further believes that diverse and conflicting interpretations by the Internal Revenue Service in regard to summer school and other professional expenses create gross inequities. The National Education Association therefore urges enactment of federal legislation to establish such expenses as legitimate business expenses that are uniformly deductible by members of the teaching profession in the computation of federal income taxes.

67-7. Teacher Retirement and Social Security

The National Education Association believes that properly planned and adequately financed state and local retirement systems are essential to meet the requirements of the teaching profession.

If these systems are supplemented by benefits of participation in the federal Social Security program, such participation should be wholly in addition to, and not in place of, retirement benefits previously guaranteed by law; must be with-

out impairment of the financial soundness of the existing retirement system; and must be approved in advance by a majority of the active members of the existing state or local retirement system.

The National Education Association urges that all state teachers retirement laws provide for full vesting of retirement rights after not more than five years of creditable service, thereby making possible more liberal provisions for deferred annuities for teachers who move from one state or locality to another. In addition, the Association will undertake a study to ascertain the feasibility of various other means of meeting the needs of mobile teachers, with a progress report to be presented at the next Convention.

The Association commends those legislatures that have recognized the reduced purchasing power of pensions of retired teachers due to the increased cost of living and have therefor stipulated proportionate increases in existing pensions. The Association recommends such legislation and urges that all states protect retirees, present and future, in this manner.

The Association urges continuous improvement of local, state, and national retirement programs.

The Association urges all local and state units, as well as school officials, to inform all members of the necessity for preretirement planning and to emphasize the need for developing programs for preretirement planning and counseling. The Association should prepare and distribute to local and state associations guidelines for preretirement programs. The Association should also inform members of the state and local associations of the availability of grants for preretirement and other programs through the Older Americans Act of 1965.

The Association supports the principles of eligibility of teachers for Part A of Medicare and seeks legislation to effect it.

67-8. Urban Educational Problems

The special problems of American urban areas present a severe challenge to all public agencies, especially the public schools. In view of the expanding urbanization of American life, the fate of urban areas is increasingly the concern of all Americans. Urban problems, therefore, call for urgent attention from the associations of the teaching profession.

The efforts of educators to deal with these problems have been impressive in size and intensity. The fact must be faced, however, that these efforts have not generally succeeded. Teachers, feeling that the odds against them and their pupils are overwhelming, continue to be of low morale. Classes persist in being too large for ef-

fective services to pupils whose needs are especially great. Administrators are harrassed by conflicting pressures and inadequate means. Children and parents often see little reason for trying; some feel little stake in American society. The tragedy of widespread misery, blunted aspirations, and wasted talents continues, and the alienation of many disadvantaged Americans from society bodes ill for the nation's strength, unit, stability, and progress.

Among the many grievous problems now plaguing American cities, none is greater or more difficult to solve than the de facto segregation which is presently increasing in nearly all of the major cities. This form of segregation results from social customs and economic conditions. In the past, inner city schools have provided quality education. Today, despite great effort, many such schools are providing inadequate education. The Association believes that these schools should receive higher-than-average funds to provide increases in staff and instructional materials to carry out present programs and more compensatory education.

In addition, the Association believes that education must transcend present patterns of urban school organization, programs, and staff. While not abandoning the concept of the neighborhood school, the Association calls for bold experimentation with pupil transportation, specialized school of high quality, educational parks, and metropolitan-area school districts. To attract teachers with the highest professional qualifications and to meet the needs of the urban child calls for high salary schedules and economic benefits, a wide variety of supporting services, and more equipment and instructional materials.

All schools need greater resources. To enable urban schools to meet their responsibility requires a massive financial investment by city, state, and national governments. The Association calls upon state and local affiliates to lead in developing such programs and directs its officers and staff to become deeply involved with all agencies concerned, to supply needed research, and to seek appropriate legislation.

The Association reiterates its belief that cross-racial experiences form an essential part of the education of every pupil. Where such experiences can be provided by altering school enrollments, by busing pupils, or by establishing educational parks, these remedies should be sought. The Association cautions, however, that there are cities in the nation where no redistribution of pupils will achieve truly integrated education. Where, for example, the white children in a public school system constitute a minority, no redistribution of the children can accomplish the desired

ends. In such places special efforts are needed. The Association support court action to secure general recognition of the fact that in such places the fixing of the political boundaries by statute is tantamount to deprivation of equal protection of the laws for some persons. There should also be vigorous administrative efforts to ameliorate existing conditions; where school enrollments cannot be adjusted, it may be possible to partially compensate by area-wide interchanges of pupils in other sorts of activities, such as athletic, cultural, recreational, or social events.

As a further move to promote cross-racial experiences which are an essential part of the education program of every pupil, the Association urges the Congress to pass legislation to see that the guidelines for desegregation as issued by HEW be applied equally in all fifty states.

All concerned, including citizens and school officials in suburban and rural areas, must cooperate in the general effort. The price of failure will be borne by all; the benefits of success will accrue to all.

67-9. International Education

International education is and has been an important part of American education. Improvement of international education is therefore a goal of the National Education Association. To this end federal legislation is needed. The Association urges its Legislative Commission to exert every effort to ensure the full funding and implementation of the International Education Act of 1966 and to encourage full participation by institutions of teacher education.

67-10. The Improvement of Instruction

The National Education Association recognizes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The Association further believes that motivation for improvement is effective when it comes from one's peers. The Association, recognizing that much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decisions making in and out of the school, invites its state affiliates to join in a cooperative endeavor to provide services to local associations to improve instruction.

The Association further recognizes that the expanding technological advancements in the areas of educational TV, computerized instruction, and programmed learning offer teachers an unprecedented challenge for innovation and improvement in teaching techniques.

So that the profession will be more fully prepared to ensure that these new technological advances will be used for the greater benefit of students and the improvement of education

in general, we urge the Association to take leadership in surveying the directions and stage of development that this new technology is taking, so that we as educators will exercise guidance in its development and implementation.

67-11. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of the teaching profession, as of other profession, to evaluate the quality of its services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all professional personnel, including identification of (1) factors that determine professional competence; (2) factor that determine the effectiveness of competent professionals; (3) methods of evaluating effective professional service; and (4) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association believes that the use of examinations such as the National Teacher Examination is not a desirable method of evaluating teachers in service for purposes such as salary, tenure, retention, or promotion. The Association also believes that this examination should not be used as a condition of employment of a teacher when the candidate is a graduate of an NC-ATE-accredited institution.

The Association further believes that use of subjective methods of evaluating professional performance for the purpose of setting salaries has a deleterious effect on the educational process. Plans which require such subjective judgments (commonly known as merit ratings) should be avoided. American education can be better served by continued progress in developing better means of objective evaluation.

67-12. Desegregation in the Public Schools

Individual worth derives from quality as a person, not from origin in race, creed, or class. The strength of America rests upon the utilization of the human resources of all.

Individual personality is enhanced and the national interest furthered by educational opportunity which involves children, formally and informally, in diverse cultures.

Education must seek to eliminate prejudice and bigotry from the public mind, support democratic principles and the free society which embodies them, and uphold respect for law, protection of individual rights, and use of democratic processes to effect change.

a. Civil Rights

The Association calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, and economic status which prevent some citizens from exercising

rights that are enjoyed by others, including liberties defined in common law and the Constitution and statutes of the United States. All individuals must have access to public education, to the voting booth, and to all services provided at public expense.

b. School Desegregation and Integration

The Association endorses the decision of the United States Supreme Court in *Brown vs. Board of Education* and urges compliance with subsequent federal laws and regulation in this area. The Association recommends that policies and guideline statements for school desegregation should be in keeping with the intent and provisions of the Civil Rights Act of 1964 and should be uniformly applicable throughout the nation's schools. Schools educating children in formerly segregated systems, those serving children of migrant workers, and those where the family language is other than English should receive sufficient funds, equipment, materials, and staff to carry out programs leading to quality education. It directs its state and local affiliates to seek in all communities adherence to the spirit and the letter of the law.

c. Personnel Practices in Education

The Association believes that the important criteria for evaluating educators for employment, retention, or promotion are professional competence, successful experience, and ethical practice. The Association calls upon all local affiliates to secure and enforce personnel policies and practices which embody this belief. It urges all American school boards to adopt such policies and practices. It calls for activities that will assist all educators to have access to employment opportunities such as NEA*SEARCH and the DuShane Fund for Teacher Rights.

d. Housing for Educators

The Association believes that all educators should be free to reside in the communities of their choice and calls upon all local affiliates to lead in breaking down barriers which limit this freedom.

e. Minorities in Textbooks

The Association believes that educational materials — textbooks, reference materials, audio-visual materials, and supplementary reading in all subjects — should portray our cultural diversity and the achievements of minority groups and calls upon all state and local affiliates to focus the professional judgment of their members upon this imperative.

f. Merger of State and Local Affiliates

The Association believes every educator has the right to participate fully in the professional association of his choice in any community or state. This right shall not be denied by constitution or

practice on racial grounds. The Association notes that all previously segregated associations now affiliated have either merged or are merging according to requirements of the Executive Committee. It commends these association. It recognizes that much remains to be done to bring legalisms to life. It directs the officers and staffs to continue to provide leadership and assistance and charges the Executive Committee to complete the task and intent outlined by Resolution 66-12.

g. Protection of Minorities in Associations

The Association calls upon all affiliates to provide avenues for participation by all members. Members of minority groups should have positions on committees, opportunity to attain leadership, and the right to represent their local and state associations. Each affiliate should adopt policies and/or establish constitutional procedures and structures through which minority groups can express and resolve grievances arising from association practices. The officers and staff of the NEA should develop procedures for mediation whenever necessary.

h. Implementation

Responsibility for implementation rests with the Executive Committee. It shall direct the Executive Secretary to develop programs of implementation, those which innovate and those which correlate existing activities. The Executive Secretary shall assign staff responsibilities as needed and shall involve in these efforts all agencies of the Association, its affiliates, and other public and private agencies. Implementation of this resolution shall be a major change upon every officer and staff member of the Association.

In any region, state, or school system in the United States where educators of more than one race are employed, no unit of the Association shall allocate Association funds for or arrange or engage in any activity, program, meeting, or conference in which the participation of members of minority groups is in any manner impeded.

67-13. Fair Housing

The National Education Association believes that fair housing practices will do much to alleviate environmental conditions detrimental to the education of our youth. We believe universal fair housing practices will aid in bringing about a truly universal public education.

We commend those communities which have taken positive steps to correct existing deficiencies in housing practices and urge all local associations, in cooperation with community agencies, to develop and promote practicable programs to implement fair housing practices in every community.

We further urge legislatures of the states and commonwealths and members of Congress to provide legislation which will assure each citizen equal rights and opportunities to reside in a neighborhood of his choice.

67-14. Copyright Law Revisions

Maximum access to teaching materials is of vital concern to every teacher. The National Education Association recognizes that the present copyright law provides for two parallel sets of rights, the rights of those who create such materials to profit from their efforts through copyright, and the rights of education to use certain copyrighted materials in teaching. A revision of the existing law is now being considered. The National Education Association insists that the public interest requires that the copyright law provide special recognition for education which guarantees a legal right for teachers and educational institutions to make use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational broadcasting, as proposed by the Ad Hoc Committee (of educational institutions) on Copyright Law Revision.

67-15. Professional Negotiation and Grievance Procedures

The teaching profession has the ultimate aim of providing the best possible education for all the people. It is a professional calling and a public trust. Boards of education have the same aim and share this trust.

The National Education Association calls upon boards of education in all school districts to recognize their identity of interest with the teaching profession.

The National Education Association insists on the right of professional associations, through democratically selected representatives using professional channels, to participate with boards of education in the formulation of policies of common concern, including salary and other conditions of professional service.

The National Education Association insists on the right of individual teachers, through officially adopted professional grievance procedures and with the right to professional association representation, to appeal the application or interpretation of board of education policies affecting them, through educational channels which include third party appeal if necessary, without fear of intimidation, coercion, discrimination, or other forms of reprisal.

Recognizing the legal authority of the board of education, the administrative function of the superintendent, and the competencies of other professional personnel, the National Education Association believes that matters of mutual concern should be viewed as a joint responsibility. The cooperative development of policies is a pro-

fessional approach which recognizes that the superintendent has a major responsibility to both the teaching staff and school board. It further recognizes that the school board, the superintendent or administration, and the teaching staff have significantly different contributions to make in the development of educational policies and procedures.

The seeking of consensus and mutual agreement on a professional basis should preclude the arbitrary exercise of unilateral action by boards of education, administrators, or teachers.

The Association believes that procedures should be established which provide for an orderly method of reaching mutually satisfactory agreements and that these procedures should include provisions for appeal through designated educational channels when agreement cannot be reached.

The Association commends the many school boards, school superintendents, and professional education associations which have already initiated and entered into written negotiation agreements and urges greater effort to improve existing procedures and to effect more widespread adoption of written agreements.

The National Education Association calls upon its members and affiliates and upon boards of education to seek state legislation and local board action which clearly and firmly establish these rights for the teaching profession.

67-16. Professional Sanctions

The National Education Association believes that, when other means for preventing unethical or arbitrary policies or practices that have a deleterious effect on the welfare of the schools have been exhausted, professional sanctions should be invoked. Guidelines which define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession have been devised. Similar procedural guidelines should continue to be developed for the lifting of sanctions. State and local affiliates and their members should familiarize themselves with these guidelines and with the circumstances in which they are applicable. The National Education Association calls upon its officers, commissions, committees, staff, and affiliated state associations to apply these guidelines where appropriate and, through the experience of use, continuously to improve them.

Further, a violation of sanctions by a member of the profession is a violation of the Code of Ethics of the Education Profession. Therefore, the offering, without informing the prospective employee of sanctions, or the acceptance of employment in areas where sanctions are in effect should be evaluated in terms of the Code, and

local, state, and national associations should continue to develop procedures for disciplining members who violate sanctions.

67-17. National Assessment of Educational Progress

If the proposed National Assessment of Educational Progress is to have the support of the National Education Association, the assessment must:

a. be helpful to local schools, school districts, and state education agencies, and not merely to Congress for purposes of deciding on new categorical aids;

b. have the effect of making curriculum more flexible, rather than of setting curriculum for schools everywhere;

c. guarantee public local and state control of education, rather than increase the power of private groups or of the federal government to control the schools;

d. encourage teachers to meet individual needs and to seek the deeper long-range goals of education, rather than make them tend to interpret curriculum as the pursuit of fact accumulation, to teach for the assessment, and to teach for centrally set goals.

As presently proposed, the National Assessment of Educational Progress does not satisfy these principles. The National Education Association calls on its members and affiliates to withhold cooperation from the National Assessment Project until it can be shown that the program will be brought in line with these criteria.

67-18. National Council for Accreditation of Teacher Education (NCATE)

The National Education Association believes in the importance of national accreditation in teacher education and supports the National Council for Accreditation of Teacher Education as the single national agency to conduct this function. The Association believes that the National Council for Accreditation of Teacher Education has made a significant contribution to the improvement of teacher education and certification and that it should continue to do so.

The National Council should remain broadly representative of the teaching profession, and the various branches of the profession should be included on the Council and on its committees and visiting teams. Representatives of the academic disciplines and learned societies should contribute actively to the development and application of the policies, standards, and procedures of the Council. Improved standards for accreditation should be developed as rapidly as possible, and increased support should be sought for the entire process of accrediting teacher education programs. Professional associations — local, state,

and national — should work to develop understanding of the purposes and procedures of professional accreditation.

67-19. Moral and Spiritual Values

The National Education Association maintains that an understanding of American life, including its moral and spiritual values, is a goal of teaching in the public schools and that religious instruction is the responsibility of the family and church.

The Association recommends that all educators emphasize by example and through their professional activity the meaningful application of such principles as liberty, equality, and justice in human relations and the development of high personal standards of honesty, integrity, and responsibility.

67-20. Representation on Boards, Committees, and Commissions

In selecting persons to serve on all appointive boards, committees, and commissions of the National Education Association, the Executive Committee should move to raise classroom teacher representation to majority status on all such appointive agencies which are intended to be generally representative of the interests of educators. Furthermore, the National Education Association urges all state and local affiliates to adopt and implement this policy.

67-21. Censorship

The National Education Association believes that as one means of realizing the maximum potential of a democracy, each citizen should have the opportunity to play his role in society to the limit of his talents. Decisions on what school learning experiences will develop a person's talents can be made best by a teacher who knows the learner and has professional experience and training. The quality of teaching depends on freedom to make such decisions. Therefore, no materials should be withheld from a teacher by censorship. The choices of instructional material by a teacher may be challenged properly only in terms of the relationship of these choices to his total competency as an educator, and should not be challenged separately and individually.

67-22. Teachers and National Service

The National Education Association urges that the Selective Service System, in order more nearly to assure reasonable and logical continuity in the education of citizens, delay to the end of the school year the induction of those teachers who are drafted during the year. Teachers so drafted, or who volunteer, should be guaranteed contract renewal, continued tenure, salary increments, service credit toward retirement, and all other benefits that would accrue if they continued in their positions with their school system.

We believe that service in the Peace Corps, Volunteers in Service to America (VISTA), and the Teacher Corps represents a contribution to the nation. We urge that state and local boards of education grant to teachers who have served in these groups the same credit for purposes of salary, tenure, and retirement that is given for military service.

67-23. Fringe Benefits

The National Education Association maintains that, in order to attract and retain high caliber staff, fringe benefit programs should equal or surpass in value and scope those in other professions and occupations requiring comparable preparation. Although the organized teaching profession pioneered in achieving many staff benefits, at the present time public and private employers provide far more attractive fringe benefit programs than do most school districts.

The Association commends those local boards of education which have made comprehensive programs of fringe benefits available to their professional staff. It calls upon its members and affiliates and upon boards of education to seek legislation and local action which mandate these benefits for the teaching profession.

The Association believes that comprehensive programs of fringe benefits should include at least the following: (1) an adequate retirement plan; (2) paid sick leave; (3) employer-financed group health insurance, including major medical insurance for employees and their dependents; (4) employer-financed group life insurance in an amount equal to at least one year's salary; (5) employer-financed group sickness and accident insurance; (6) paid sabbatical leave (7) paid personal leave; (8) paid professional leave; (9) maternity leave; and (10) tax sheltered annuities. Payroll deductions should be made available for the payment of insurance, mutual fund shares, and other mutually agreed upon items.

School boards, administrators, and local associations should also explore together the feasibility of providing such other fringe benefits as blood banks, periodic health examinations, inoculations, tuition reimbursement, credit union, and housing bureaus.

The National Education Association calls upon its state and local affiliates to join with it in developing guidelines which will list, define, and help secure the various fringe benefits for every member of the teaching profession.

67-24. Staff Negotiations in Professional Organizations

The Representative Assembly recommends that the rights of professional negotiation which ex-

tend to teaching staff be extended also to the staffs of professional organizations in education — local, state, and national.

67-25. Unified Professional Membership

A major task of the teaching profession in the years ahead is that of providing a coordinated program of services to teachers and schools through a united and effective professional organization that can make its influence felt in the community, state, and nation.

As a necessary step in unifying the profession we believe that renewal of the Association's program is imperative. The affairs of the profession of education are undergoing rapid change. It is necessary therefore to be alert to changing needs. In recent years the Association has become increasingly effective in achieving its traditional goals, but this effectiveness has not been reflected in equivalent gains in the proportion of teachers who have joined with their professional colleagues to support the general effort. This fact points to a major need, which is that the officers and staff of the Association consider very deeply what needs to be done to bring into being a new, vital, and aggressive program which will meet the needs of all educators.

We call for renewal of the Association's program and for fresh thought on what it can and should be.

A revitalized association will earn and keep the loyalty of all educators. It will make possible a new effectiveness, and from this will flow a professional unity which will benefit all educators. Therefore, all educators should share in the responsibility to help bring about this achievement. The Association appeals for the support of all educators, of all state and local affiliates, and of all departments in working cooperatively to develop plans for unified membership in order that by 1969-70 there may be such plans in every state and solidarity for the teaching profession.

The Association affirms that, beginning in 1969-70, active membership in the Association be a prerequisite to membership in any department of the Association for those eligible for active membership.

67-26. Change of Charter

Resolved, that the officers and legal counsel of the Association prepare, for filing with the Congress of the United States, a form of legislative bill which would delete Section 7 of the statutory charter of the Association in its entirety, and transfer all duties, offices, and functions of the Board of Trustees to the Executive Committee, and to make any further changes which may be necessary or desirable to effectuate any action this 46th Representative Assembly make take as

a result of the Development Project, and such technical changes as may be deemed necessary by counsel to assure consistency and full compliance with the requirements of the Congress and the general corporate law, and to submit the bill for action by the Congress; provided that the bill shall not be filed until a two-thirds (2/3) majority of the full Executive Committee and a majority of the Board of Directors shall have approved the same as being consistent with the intent hereof, and provided further that, to the extent possible, the governing affairs of the Association and the powers and duties of its officers and governing bodies shall be preserved as Bylaws matters.

67-27. Home Rule for the District of Columbia

In order to safeguard the rights of the citizens of the District of Columbia and to enable them better to discharge their obligations for the education of their children, the National Education Association supports home rule for the District of Columbia.

67-28. Role of the Representative Assembly

The Representative Assembly of the National Education Association hereby reaffirms its role as the policy-making body designated by the Charter and Bylaws and hereby also reminds all executive units of the Association that their basic responsibility is to implement the policy and directives of the membership as expressed through the Representative Assembly.

It further admonishes all the executive units of the NEA to be sensitive to the direction of the Representative Assembly and to carry out its directives.

67-29. National Faculty Association of Community and Junior Colleges

The National Education Association of the United States recognizes the important role of the public and private community and junior colleges in providing higher education to millions of young Americans who might otherwise find advanced training impossible.

The Association, therefore, supports the establishment of the National Faculty Association of Community and Junior Colleges, after a period of several years of extensive study. This new Association, the first national membership organization composed solely of community and junior college faculty members, will concern itself with the personal welfare and the professional needs of its members.

Thus, the National Education Association urges all of its units and all state education associations to support wholeheartedly the efforts of NFA.

67-30. Florida Sanctions

The NEA Representative Assembly of 1967 gives full support to the Florida Education As-

sociation and the NEA Executive Committee in imposing sanctions on Florida's public schools.

Members of NEA affiliates are encouraged to publicize Florida's sanctions and educational conditions to their respective associations and to urge their members not to violate the Code of Ethics by applying for employment in Florida.

Further, NEA encourages its members to notify teach-training institutions, business and industry, and other public agencies in their respective areas of the conditions in Florida.

Further, NEA members urge teachers outside Florida who have already signed contracts to teach in Florida to reconsider and request release from their contracts.

Finally, NEA supports Florida's sanctions until education conditions there have improved and professional sanctions are officially terminated by the NEA Executive Committee and the Florida Education Association Board of Directors.

Passed by NEA Board of Directors July 1, 1967

The NEA recommends that the following procedures be used in the resolutions of impasse between teachers associations and their employers:

Mediation. Mediation is the effort of a neutral third party to assist the parties to reach a voluntary agreement. Either party may initiate mediation.

Fact-finding. Fact-finding is the investigation by a neutral third party to discover the issues and to make recommendations for settlement to the parties. The recommendations are not binding, but may be made public. Either party may initiate fact-finding.

Arbitration. (when agreed upon by the parties). Arbitration by a neutral third party results in a recommendation for settlement which is binding upon the parties. The parties must agree in advance that the matter at issue is to be submitted to binding arbitration.

Political action. Political action is comprised of a variety of activities which are pursued by the organized teaching profession to resolve impasses with, or influence decisions of, governmental bodies. It includes persuasion, recall elections, lobbying, and campaigns to convince citizens to support the public schools.

Sanctions. Sanctions are deterrents imposed against a public agency controlling the welfare of schools, or are one or more steps in the withholding of services. They include public censure, notification to educational and placement agencies and members of the profession of unsatisfactory conditions for professional service, refraining from extracurricular activities, and withholding of contracts.

(Continued on Page 18)

NATIONAL EDUCATION ASSOCIATION

BALLOTING ON PROPOSED AMENDMENTS

150th Annual Convention

July 2-July 7, 1967

Minneapolis, Minnesota

Eighteen proposed amendments to the NEA bylaws were voted on by delegates to the NEA annual convention in Minneapolis on Friday, July 7. Ten of these passed, seven failed, and one was withdrawn.

Listed below are the voting results. Details of the proposals are found in the official convention program. (pp. 95-104)

Amendment

No.	Purpose	"Yes" Votes	"No" Votes	Passed or Failed
1	To increase dues from \$10 to \$15, effective 1968-69	5,114	575	Passed
2	To increase dues from \$10 to \$12 in 1967-68 and to \$15 in 1970-71			Withdrawn
3	To allocate \$1 to each unified dues state, and a percentage of \$1 to non-unified, when dues increased	1,978	3,305	Failed
4	To increase dues for student members from \$1 to \$2	4,842	895	Passed
5	To require NEA membership of Department members	3,349	1,944	Failed
6	To limit active NEA membership to members of locals and states, where available, effective 1968-69	3,956	1,498	Passed
7	To limit terms of state directors to three consecutive terms	4,679	872	Passed
8	To limit terms of Executive Committee members to three elected terms	4,762	664	Passed
9	To limit terms of Board of Trustees to two elected terms	4,752	721	Passed
10	To permit state associations in unified states to fill delegate positions not filled by a local assoc., following a date determined by NEA and state association	2,017	3,355	Failed
11	Same as No. 10, except date determined by NEA, state, and local associations	1,798	3,397	Failed
12	To permit all state associations to fill delegate places not filled by a local association, following a date determined by the NEA, state, and local associations	2,273	3,064	Failed
13	To permit a local association to retain or transfer its NEA delegate representation to the state association	4,355	1,321	Passed
14	To require each member to designate one association, other than the state, to which his membership is to be credited for delegate purposes, when there are two or more associations in a local, regional, or state unit	4,021	1,338	Passed
15	To set the size of the Rep. Assembly at about 5,000 (etc.)	1,563	4,015	Failed
16	To provide for a class of associate affiliates	3,236	2,230	Failed
17	To make the treasurer an ex officio member of Budget Committee, with right to vote	4,470	1,063	Passed
18	To make the Executive Committee responsible for electing the executive secretary and fixing his pay	4,528	1,001	Passed

(SCENES FROM)

14th ANNUAL LEADERSHIP CONFERENCE NCTA - NEA

August 10, 11, 12, 1967

HAMMOCKS BEACH, SWANSBORO, N. C.
GERTRUDE HURST ASSEMBLY HALL

Theme: "Commitment To Action"



"CLASSROOM TEACHER DAY"

Mrs. Mae Sue Henry, President, NCACT, presided during classroom teachers day as a panel of expert leaders assisted. Left to right, Mrs. Annie Gerald, Southeastern District Director, Miss Mary Venable, President-Elect, Mrs. Henry, Mrs. Dorothy Jackson, Immediate Past President, Mrs. Ruth Jones, Vice-President, NCTA and Mrs. Edna Richards, Executive Secretary, NCACT.



"NEA DAY"

John Lawton, Southeast Regional Field Representative (left) and Conference keynoter and Consultant, orientates NCTA staff members (left to right) Fred D. McNeill, Field Representative, Mrs. Ruth B. Jones, Vice-President, Mrs. Edna Richards, Executive Secretary, NCACT and E. B. Palmer, Executive Secretary, on the NTL techniques to be employed during the conference.



NTL TECHNIQUES EMPLOYED

In group sessions, problem solving techniques were used as "small groups" worked on "big problems."



PLANNED STRUCTURE

The small groups were representative of a cross section of classroom teachers and administrators; of males and females, of retired and active teachers.



"NCTA DAY"

Dr. Rudolph Jones, President, NCTA, leads the conference in a serious discussion of matters which affect the State Association. Dr. Harold Trigg, a past president of NCTA, (left of Dr. Jones) keynoted the Saturday occasion. Mr. Boyd Bosma (right), a member of the National Committee of Educators for Human Rights from Detroit, Mich., gave a five year recap of the NEA Convention and the role and accomplishments of the NCEHR.

—Motions Carried—

By the constitutional revisions enacted by the 1962 Delegate Assembly of the North Carolina Teachers Association (Article IV, section 8), printed below are "all motions and common consent enactments made and carried by the Board of Directors during the past year."

September 10, 1966

—That we adopt the agenda for the day with two additions.

—That the March minutes be received and adopted.

—That the May minutes be received and adopted with the necessary corrections.

—That the Board send to the N. C. Agricultural Extension Agents Association a letter stating, that on presentation of the desire their representative made to the NCTA Board, the Board looks with interest to their membership in the NCTA pending action of their board.

—That the NCTA support Mrs. Pridgen's case if and when the PR&R Committee investigates and recommends that we do so.

—That the Treasurer's report be accepted.

—That the Executive Committee minutes of July 18, 1966 and August 15, 1966 be approved and that we adopt the action of the Executive Committee.

—That we accept the report from our Budget Director for information.

—That NCTA present Mrs. Elizabeth D. Koontz for Vice President-President Elect of the NEA.

—That the NCTA underwrite the two thousand dollars (\$2,000.00) as a loan, and that the money be paid through the campaign fund as soon as it is feasible.

—That the President be given the authority to appoint a core committee to set up the machinery for "Libby's" campaign.

—That an invitation be extended, through the proper channels, to the NCEA to join us in presenting "Libby".

—That the NCTA promote and help to sponsor a marker on highway No. 150 at Waco, North Carolina to the late Clyde A. Erwin.

—That the Board of Directors approve the creation of a Retiree Membership (as described) in keeping with the action of the NEA Delegate Assembly, and that we refer the matter to the Executive Committee for action necessary for a proposed amendment to the constitution.

—That the meeting adjourn.

January 14, 1967

—That the minutes be adopted as mimeographed and distributed with the necessary corrections, if there be any.

—That the Auditor's report be adopted.

—That the salary of the Field Representative be reinstated in the budget with a two hundred dollar (\$200.00) raise.

—That the Board go on record to direct the payment of a bill for \$150.00 to Dr. James E. Cheek.

—That the District speaker, in the future have a written contractual agreement.

—That the section in the budget on **Accounts** be approved provided the Field Representative's travel account be the same as last year.

—That the position of Secretary be reinstated and increased by one hundred dollars (\$100.00).

—That the section on **Committees** be adopted.

—That the section on **Administration** be received and that it be adjusted as necessary.

—That the section on **Gifts and Memberships** be accepted provided we add fifty dollars (\$50.00) for the United Forces for Education and one hundred dollars (\$100.00) for WCOTP.

—That the section on **Division and Department Expenses** be adopted.

—That the Executive Committee be directed to take a close look at this section (**Other Divisions**) to see if we can economize in this area.

—That the section on **Higher Education** be accepted.

—That the section on **Guidance Teachers and Librarians** be adopted.

—That the section on **Legal Defense** be adopted.

—That the Board go on record as endorsing the proposal of the United Forces for Education.

—That we do not grant the request coming from Mr. J. H. Wooten and Mr. A. C. Crowder.

—That Mrs. Ruth B. Jones and Mr. E. B. Palmer represent us at the NCOSTA meeting in Atlanta, Georgia.

—That the Board of Directors of the NCTA Credit Union go on record for the same composition of members as the Hammocks (inverse ratio).

—That we accept the recommendation from the PR&R Committee to pay five hundred dollars (\$500.00) to Mrs. Pridgen for her attorney fees and intervene.

—That we approve the recommendation by the PR&R Committee that Mrs. Wilson's case be handled by the NAACP.

—That we approve items C-D-E-F, by the PR&R Committee.

—That the meeting adjourn.

March 11, 1967

—That the minutes of the previous meeting be approved as mimeographed and distributed.

—That the report from Mr. McNeill be accepted.

—That a letter of commendation be sent to the NCTA Credit Union Staff.

—That the report of the Executive Secretary be received for information.

—It was the common consent of the group that all NCTA Board members should be present at least by 12:00 noon on Thursday.

—That the report from Mrs. Richards be received with commendation.

—That we advise the Budget and Finance Committee to reduce the budget and base it on ten thousand members at twelve dollars (\$12.00) per member.

—That we give each delegate two hundred fifty dollars (\$250.00).

—That we do not accept the advertisement on a Loan Plan for Teachers.

—That we give Mrs. Edna Richards a sabbatical leave for one year.

—That we defer action on resolution five until we hear from the Liaison report.

—It was the consensus of opinion that Mr. E. B. Palmer would edit resolutions eight and nine.

—It was the common consent of the group that Dr. Rudolph Jones, Attorney Todd and Mr. W. A. Foster would revise resolution ten — The Hammocks.

—That we change Resolution XII according to the request of Mrs. Elizabeth D. Koontz.

—It was the common consent of the Board that Resolution XIV be left to Mr. Palmer to edit.

—That we accept all resolutions with suggested changes with the exception of the one on merger.

—That we rescind the action during the morning session of a budget based on ten thousand members.

—That the budget be based on a membership of eleven thousand.

—That we take five thousand (\$5,000.00) from the reserve, if necessary, to make up for the loss of membership.

—It was the common consent of the Board that no item would exceed the budget unless it is first reviewed by the Executive Committee.

—That the proposals on merger be approved by the Board and submitted to the NCTA Delegate Assembly.

—That we endorse John Lucas as a delegate to the WCOTP in Vancouver, Canada without any expense to the Association.

—That the meeting adjourn.

April 30, 1967

—That the financial report, made by Mr. E. B. Palmer, be received for information.

—That Mrs. Mae Sue Henry, President-Elect of NCACT, be authorized to sit in for Mrs. Dorothy Jackson who is currently serving as president, NCACT.

—That the NEA delegates be approved.

—That the matter of hiring an additional attorney be left to President Rudolph Jones.

—That Mr. C. J. Barber, Mrs. Leona Daniel, Mrs. Edna Richards, Dr. N. H. Harris and Dr. S. E. Duncan constitute a committee to write an appropriate statement as morally supporting the local units in the case of Superintendent Smith.

—That we endorse the proposal for a Citizenship Clinic in New Orleans and accept our proration.

—That action on the motion by Mr. O. N. Freeman be postponed.

—That we send the clarifying statements suggested by Dr. S. E. Duncan to the NEA Executive Committee expressing the sentiment of the NCTA Board of Directors.

—That we go on record in concurring with the action of the delegate assembly in accepting the merger proposals as a progress report.

—That the resolution by the Charlotte-Mecklenburg teachers will be taken under advisement for consideration until such time as a vacancy occurs on the Liaison Committee.

—That Dr. Rudolph Jones, Dr. S. E. Duncan and Mr. J. H. Lucas meet with the Executive Committee in Washington, D. C. on May 20, 1967.

—That we accept the report by the Budget Director and that the Treasurer and Executive Secretary meet with the Budget Director at intervals to see when it is necessary to borrow additional money.

—That a committee be appointed by the Board to study the problem of exhibits on the district level.

June 7, 1967

—That item XII (Merger) on the agenda be discussed as soon as all members of the Special Committee, who met with the NEA Executive Committee on May 20, 1967, arrive.

—That the minutes of the previous meeting be adopted as mimeographed.

—That the report from the Special Committee to Washington be adopted.

—That the Treasurer's report be received for information.

—That we adopt as our fiscal policy, for borrowing money from June through September, the minutes as recorded on April 30, 1967 and that the Treasurer and Executive Secretary be authorized to borrow the money.

—That a committee be appointed to work out the procedures for exhibits in the districts.

—That the NCTA make a donation of five hundred dollars (\$500.00) to the William G. Carr Scholarship Fund.

—That the Executive Secretary investigate the Consolidated Services for Teachers, Inc., and report to the Board at our next meeting.

—That the chair direct the members of the Personnel Committee, who are present, to meet with Mrs. Keck now and report back to the Board before it adjourns.

—That we reconsider the action taken on a special secretary for Mr. Fred D. McNeill and that his secretary be shared with Mrs. Keck.

—“That we recognize and endorse sanctions for Florida.”

—That the Board of Directors of the NCTA appoint a committee to go to Winston-Salem and investigate the matter of sanctions.

—That the EPD reconsider its method of delegate representation by constitutional amendment during 1967-68.

—That we send the TEPS Chairman to the TEPS Convention.

—That the NCTA Board promote a workshop for local association leaders at the expense of the locals, at a time when it does not conflict with other state meetings.

(Continued from Page 13)

The NEA believes that the above procedures should make the strike unnecessary. The NEA recommends that every effort be made to avoid the strike as a procedure for the resolution of impasse. The NEA recognizes that under conditions of severe stress, causing deterioration of the educational program, and when good faith attempts at resolution have been rejected, strikes have occurred and may occur in the future. In such instances, the NEA will offer all of the services at its command to the affiliate concerned to help resolve the impasse.

\$3.50

PRACTICAL HELP FOR MEETING THE NEEDS OF SLOW LEARNERS

By FRANK B. WEAVER

Who is the slow learner? In a sense, says the author, he is the forgotten child, the child who **CAN** learn, can even excel in certain subjects, the child who **WANTS** to learn, but must do so at his own rate, which is slower than that of the average or above-average student with whom he must, all too often, compete. This book offers a practical approach to helping him learn.

Frank B. Weaver, an educator who knows the slow learner well, is confident of the youngster's ability, once he is given opportunity by his teacher and by proper organization of his studies, to learn so constructively as to take an important place in society. This book provides a realistic appreciation of his needs . . . and how to meet them.

The slow learner needs many things. He needs a teacher who will accept him as he is, a teacher who has the understanding, kindness and sympathy every child needs, plus the sympathy that gives the slow learner the feeling of acceptance so vital to his progress. He needs a plan of study geared to his own potential, a plan notably flexible.

He needs listening and other communication skills to get him ready to read, for says Dr. Weaver, he will learn to read when he is ready. And he needs an approach to his studies that is simple, clear, meaningfully related to his own experiences, purposeful, so that what he learns will be useful to him, and functional in the sense of satisfying a definite need.

Dr. Weaver gives, in concise, down-to-earth terms, information vitally needed in our educational thinking today, especially in the socio-economically disadvantaged communities from which most slow learners come. He shows how slow learners' problems have been met through various types of study organization, gives the personal-success stories of experienced educators in this field, cites examples of workable methods, includes a unit-teaching plan for social studies, and discusses all facets of the curriculum as they relate to the slow learner's abilities. Also discussed are "Head Start" and other recent innovations.

**Published by Vantage Press, Inc.
120 West 31st Street, New York**

ORDER WITH THIS COUPON

**Vantage Press, Inc.
120 West 31st Street
New York, N. Y. 10001**

Gentlemen:

Please send me _____ copies of

(Fill in Title of Book)

(My payment is enclosed)

Name _____

Address _____

City _____ **State** _____

ON TO 2,000,000 MEMBERS!

DONALD F. HARRIS is a celebrity. He officially became the one-millionth member of the National Education Association on April 6, 1967. Starting his second year as a teacher, Mr. Harris teaches science, grades 9-11, in the Corona Unified School District, California. He also coaches football and basketball.

To celebrate reaching the million-membership milestone, the NEA at the end of April brought Mr. Harris and Eloise Pendarvis, who was the Association's half-millionth member, to Washington, D.C., for a two-day whirlwind visit. She teaches first grade in North Augusta, South Carolina.

After being flown to Washington, they were interviewed, photographed, workshopped, banqueted, press conferenced, toured, introduced to their legislators on the Hill . . . in short, they were run ragged.

As if this were not enough excitement in one month, Mr. Harris became engaged to a teacher of French and Spanish at his school several days before the millionth-member announcement. His fiancée (now his wife) was Elizabeth Bowersox, who promptly became NEA Member Number 1,027,963 upon Mr. Harris' return to California.

Mrs. Pendarvis had been hailed by the NEA as its 500,000th member in 1953. Bringing her to Washington in conjunction with Mr. Harris' visit pointed up the fact that NEA membership has doubled in the short span of 14 years. The half-millionth member was enrolled during William G. Carr's first year as NEA executive secretary; the millionth member, during his last year. (He retired on August 1.)

In a press conference marking the membership achievement, Dr. Carr pointed out that the

This special membership feature is appearing in the NEA JOURNAL and in many state association publications. For reprints of the feature, write to the NEA.





At a press conference in the NEA Center, Dr. Carr introduced Irvamae Applegate, 1966-67 NEA president (on his left), and Mr. Harris and Mrs. Pendarvis. While a TV camera whirled, Dr. Applegate announced that the NEA is launching an all-out drive to hit the two-million mark within a decade. The NEA's remarkable growth, she said, "testifies to NEA's effectiveness in meeting members' needs. It does this because they—those million members—are the ones who really control and guide it. While gaining the second million, NEA expects to take a leading and aggressive role in advancing still further the status of America's teachers and the quality of American education."

Association "must have been doing something right" to have experienced such a phenomenal growth in membership during those years. He noted that the Association was already well on its way to the second million—nearly 30,000 over the magic million mark. He predicted that his successor, Sam M. Lambert, will, in a few years, be welcoming the two-millionth member, and he added, "I hope that Mrs. Pendarvis, Mr. Harris, and I will all be invited to attend that ceremony too."

The following pages outline some Association services that are responsible for the NEA's continuing growth and report some observations made by Mr. Harris, Mrs. Pendarvis, and other participants in the membership celebration at the NEA Center.

Four Basic Areas of Service

What activities of the Association have caused the continued rapid rise in membership? The basic areas of NEA service might be categorized as follows:

Teacher Welfare

Salary improvements are achieved by means of study and reporting of various salary plans and by consultant work and salary schools for NEA members. Improvements in tenure, retirement, sick leave, and other teacher benefits are also achieved by means of such study and action. Even our opponents make use of NEA Research Division facts and figures. No other agency produces national data of this type for teachers.

By securing professional negotiation rights, members are now developing their own personnel policies with their school boards. Through the work of NEA and affiliated associations, some 440,000 teachers in 1,300 associations are now officially recognized as the teachers' representatives by their boards of education.



Mr. Harris and Mrs. Pendarvis, escorted by William McLin of the NEA Federal Relations Division, met their representatives on Capitol Hill and briefly toured other points of interest in Washington. It was Mr. Harris' first trip to the nation's capital. He said he hadn't realized before the extent of NEA's work in influencing the federal government's support of education.



During a visit to various NEA offices, the celebrities discussed with Mildred S. Fenner, NEA Journal editor, why they had become NEA members. They said they first joined because they felt that anyone who is serious about being a professional should join his professional associations. Since joining local, state, and national, both said they have been amazed to discover the many ways their professional associations work for them.

Protection against unfair treatment and attack is also afforded NEA members. The Professional Rights and Responsibilities Commission in addition to granting direct personal assistance to dozens of members each year, has carried out communitywide and statewide activities which indirectly affected thousands. The imposing of sanctions in Utah and Oklahoma, for example, brought improved salaries and improved schools. Sanctions have recently been imposed in Florida and Baltimore.

Improvement of Instruction

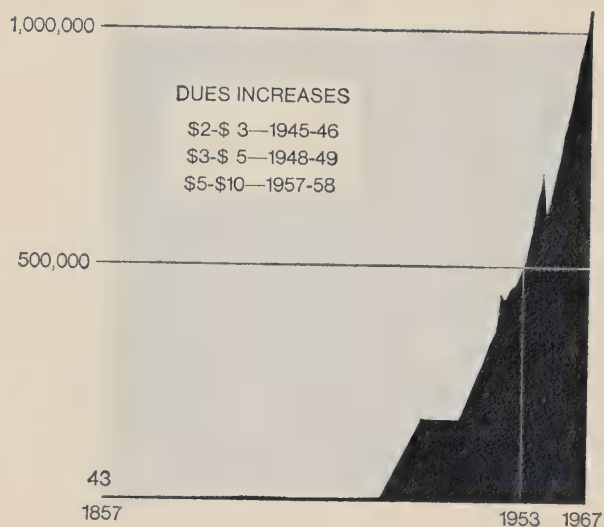
By means of its publications, NEA collects and disseminates information. There are more than 1,000 new publications issued by the NEA (in-

Mr. Harris said he first learned about the NEA through the Student California Teachers Association at San Jose State College. As a member of the SCTA, he received the NEA Journal and learned much about the profession and the Association. Later, his building representative at Corona Junior High School, where he taught last year, pointed out that the NEA's continuing program of public relations helps to build awareness of the dignity and worthiness of teaching, that the NEA does extensive research on professional negotiation and promotes increases in salary scales, that the NEA safeguards teachers' rights, that the NEA through its many departments keeps abreast of promising new trends and works for the improvement of instruction, and that the NEA offers many economic benefits to its members. "There are many more services offered by NEA, I know, but these are among the ones that persuaded me to join NEA, an organization to which I am proud to belong," said Mr. Harris.

cluding the Center for the Study of Instruction) and its specialized departments each year. These publications cover every subject-matter area and every level. Also, most of the specialized departments have their own journals and publications programs to help keep members up-to-date in subject matter and teaching methods. The NEA JOURNAL has the challenging assignment of keeping all teachers and administrators up-to-date in their fields and in the world of education generally.

By means of workshops and other meetings, NEA provides in-service education for its members. The NEA regional conferences on instruction and the NEA meetings and department conventions also deal with improvement of instruction and curriculum development.

By means of consultant services and correspondence, members can tap NEA experts at various teaching levels and in various subject-matter areas. Field consultants travel extensively to offer suggestions for improving teaching to school systems and to individuals requesting help. For example, each year the NEA Research Division answers more than 20,000 requests for assistance with instructional problems.



It took the NEA 96 years to enroll the first 500,000 members but only 14 years to enroll the second. Furthermore, during the latter period, the membership fee was increased from \$5 to \$10 (in 1957) and eligibility requirements for new members were established. The Association has added more than 40,000 members each year since 1959.



"These are my kind of people!" declared John H. Starie, NEA director of affiliates and membership, at a special luncheon attended by local and state representatives in the NEA Center in April.

He said, "There is a wonderful symbolism and balance in these two typical representatives of our huge membership: Mrs. Pendarvis is an elementary teacher from the East and a lady; Mr. Harris is a secondary teacher from the West and a gentleman. Now somewhere out in the hinterlands is the two-millionth member, and my charge to you is: 'Go get him!'"

Direct Services

NEA educational travel to various parts of the country or the world costs less than regular tours, and NEA members get more out of it. Many NEA tours offer college credit.

Life insurance is cheaper too through the NEA. (Where else could one get \$5,000 of life insurance for as little as \$9.10 a year?) Other inexpensive plans are also available to members.

A new *accidental death or dismemberment insurance* plan is available for a member and his family. For only \$19 a year a member is protected for \$100,000 in any public conveyance, \$30,000 in an auto or on foot, and \$12,500 in any other accident.

The NEA Tax-Sheltered Annuity Plan is another excellent and low-cost program for members. The money invested in the annuity program is not taxable until it is paid out after retirement, when the member's income and tax rate will almost certainly be lower.

The NEA Mutual Fund's primary objective is the possibility of long-term growth. Its investment adviser is Standard & Poor's. The sales commission is 2 percent; minimum investments are \$25.

*NEA*SEARCH*—computer job-locator service.

Other Special Services programs are under



consideration. Low-cost car leasing plans and a book club are now being developed for members.

Improvement of Schools and the Profession

NEA legislative activity results in favorable educational legislation. For example, the NEA helped bring about enactment of the Elementary and Secondary Education Act, National Defense Education Act, and legislation on the school lunch program, higher education, educational TV, and funds for impacted areas.

Support for the schools increases because of NEA's public relations efforts and work with lay organizations, which have resulted in approved bond issues and other help. NEA regularly promotes favorable newspaper, magazine, radio, and TV treatment of education. It also sponsors American Education Week and Teaching Career Month.

NEA research and setting of standards has improved American schools, teachers, and administrators. The Association has helped set higher minimum standards for preparation, and has worked for professional independence, academic freedom, and accreditation for teachers colleges. It has developed a professional code of ethics and provision for its enforcement.

Just before wearily flying back home, Mr. Harris and Mrs. Pendarvis lunched with Sam M. Lambert, who became NEA executive secretary on August 1, and Allan M. West (right), NEA assistant executive secretary for field operations and urban services. Mr. Million and Mrs. Half-Million reviewed their hectic two days during which they had made several speeches, met hundreds of people, attended numerous meetings, and received certificates, publications, and mementos from various NEA units. Mrs. Pendarvis had the last word when she said, "As soon as we catch our breath, we can get started enrolling the second million. With NEA's ever-growing array of services, I know we can do it within the next decade!"

Partial List of New Activities and Services

The four basic areas of service mentioned on the preceding pages have developed rapidly during the past 14 years as NEA membership has doubled. Now here is a partial list in random order of activities and services which the Association has inaugurated during this period:

- Greatly expanded staff and activities for such previously existing units as the Association of Classroom Teachers, the Commission on Professional Rights and Responsibilities, and the Commission on Teacher Education and Professional Standards
- Lobbying for national legislation, which has included such major items as aid to federally impacted areas, the establishment of the Department of HEW, the Library Services Act of 1956, the National Defense Education Act of 1958, the Manpower Development and Training Act of 1962, the Higher Education Facilities Act of 1963, the Economic Opportunity Act of 1964 (which includes such notable education elements as "Head Start"), the Elementary and Secondary Education Act of 1965, and the International Education Act of 1966 (This and other legislation has lifted the federal contribution to education from \$1.5 billion to about \$9 billion in the period between the half-millionth member and the millionth member.)
- Extensive assistance in state and local school crises, of which Utah and Oklahoma are merely two well-known examples
- The construction, equipping, management, and maintenance of the NEA Center, the latest addition of which opened this past summer
- Special projects on Dropouts, Automation, Talented Pupil, English Composition, Time To Teach, and NEA*SEARCH, to mention a few
- Regional instructional conferences inaugurated and developed
- The Teach Corps and other expanded activities in international relations in education
- A new Division of Educational Technology which has been completely overhauled and greatly expanded to keep the Association in a position of leadership with regard to programmed learning, electronic aids to instruction, and other new technology
- The Urban Services Division to strengthen urban local associations
- The Center for the Study of Instruction to foster instructional improvement
- Installation of computer processing and more

of that to come to streamline the Association's operations

- A nationwide network of regional offices to bring NEA services closer to members and affiliates
- Development of a useful sampling technique for studies of professional opinions and for gathering other data
- A completely revised pattern for the *Research Bulletin* to increase its value
- An improved NEA JOURNAL, which has already won many awards
- Supplying the *NEA Reporter* to all members rather than to a few thousand leaders
- The editorial information center in New York City to strengthen NEA's work with mass media
- Consultants, negotiation schools, and salary schools to increase members' effectiveness
- Special services including NEA Life Insurance, NEA Accidental Death and Dismemberment Insurance, the NEA Mutual Fund, and the NEA tax sheltered annuity program
- Substantial financial support to the National Council on Accreditation of Teacher Education
- The Political Clinics to involve teachers in politics
- A full-time staff for the Ethics Committee to enhance its work
- A staff intern program to develop professional leadership
- NEA DuShane Fund for Teacher Rights to protect its members
- Joint committees with the American Textbook Publishers Institute, the Magazine Publishers Association, and the National School Boards Association; increased staff in lay relations and public relations
- The Education Broadcast Service, School Bell awards, Pacemaker awards, and Golden Key awards to enhance the Association's public relations
- NEA photographic services greatly expanded to improve educational coverage by mass media.

One million members can't be wrong! For these reasons and many others, the united profession will reach *two million within a decade*. But don't just wait and see. Play a part in the further building of your profession: Rejoin now . . . and bring your colleagues with you. As more members join together, we all will be stronger and more effective. A million-plus members who are organized can achieve for teachers and schools anything they want to achieve.



*Symbol of the forward
thrust of education
through a united
teaching profession*

For further information on membership, write to:
National Education Association, Division of Affiliates and Membership
1201 16th Street, N.W., Washington, D.C. 20036.

SCENES FROM THE STATE NCACT - NCTA LEADERSHIP WORKSHOP

September 30, 1967

STUDENT UNION BUILDING
SHAW UNIVERSITY, RALEIGH, N. C.

Theme: "Commitment To Action"

(Further details will appear in the
January Newsletter)



As delegates began to assemble for the State Workshop's First General Session, greetings were extended by Dr. King Cheek, Vice-President of the host institution.



F. J. Johnson, Professional Services Coordinator-Department of Classroom Teachers, NEA, delivers a dynamic, informative keynote address as Dr. Rudolph Jones, Dr. King Cheek, Mrs. Edna Richards and Mrs. Clara Corey are held spellbound during the First General Session.



Miss Mary Venable (center) moderates a panel which discussed four problem areas: Membership, Faculty Desegregation, The Classroom Teacher and Administrator, Relationship and Communications. Panelists, left to right, Mrs. Clara Owens, Miss Mary Venable, Mr. William Monroe and Mrs. Louise Flagg.



The presidents of local and state associations discuss problems and programs of the NCTA under the leadership of Mrs. Mae Sue Henry. Robert Davis served as recorder and reporter as Dr. Rudolph Jones (left) and E. B. Palmer (right) served as consultants.



Mrs. Ruth Jones (left) served as group leader when the chairmen of committees and Commissions, local and State, met. Mrs. Martha Johnson served as recorder and reporter while Mrs. Edna Richards and F. J. Johnson served as consultants.



Local and State chairmen of Committees and Commissions dig into problems and approaches to programs in a mid-morning session.

1966-67 Membership Report

Any Errors or Omissions Will Be Gladly Corrected

COUNTY and CITY UNITS	No. In Local Unit	No. In NCTA	Per Cent NCTA	No. In NEA	Per Cent NEA
COASTAL PLAIN DISTRICT					
CARTERET COUNTY	49	29	59%	26	51%
CRAVEN COUNTY	107	108	100%	106	99%
New Bern City	78	78	100%	70	90%
DUPLIN COUNTY	174	223	100%	174	100%
GREENE COUNTY	99	99	100%	99	100%
JONES COUNTY	66	66	100%	54	84%
LENOIR COUNTY	167	167	100%	167	100%
Kinston Unit	126	126	100%	106	95%
NEW HANOVER COUNTY	212	202	95%	202	95%
ONSLOW COUNTY	110	71	63%	65	59%
PAMLICO COUNTY	44				
PENDER COUNTY	106	103	97%	103	97%
WAYNE COUNTY	171	171	100%	165	96%
Fremont	5	4	80%		
Goldsboro	155	155	100%	145	96%
O'Berry School		1			
EAST PIEDMONT DISTRICT					
DURHAM CITY UNIT	306	254	83%	270	88%
NORTH CAROLINA COLLEGE		13		5	
FRANKLIN CITY UNIT	29	31	100%	26	89%
GRANVILLE COUNTY UNIT	168	147	87%	147	87%
VANCE COUNTY UNIT	192	192	100%	187	97%
Kitrell College		1			
WAKE COUNTY UNIT	284	265	93%	275	97%
Raleigh City Unit	240	236	98%	236	98%
NCTA Headquarters Staff		4		4	
Saint Augustine's College		7		6	
Shaw University		3		2	
Governor Morehead School		10		1	
State Board of Education		1			
State Department Unit		14		2	
Raleigh At Large		1	Retired		
WARREN COUNTY UNIT	90	83	92%	72	80%
NORTH CENTRAL DISTRICT					
EDGECOMBE COUNTY	194	188	97%	188	97%
Tarboro Unit	62	62	100%	62	100%
HALIFAX COUNTY	258	127	49%	125	45%
Weldon Unit	52	55	100%	52	100%
JOHNSTON COUNTY	176	164	93%	132	75%
NASH COUNTY	207	206	99%	203	97%
Rocky Mount	127	129	100%	107	84%
NORTHAMPTON COUNTY	197	197	100%	197	100%
WILSON COUNTY	90	62	68%	59	65%
Elm City	44	44	100%	44	100%
Wilson City	134	134	100%	134	100%
NORTHEASTERN DISTRICT					
BEAUFORT COUNTY	83	52	83%	37	44%
Washington City	75	68	95%	71	97%
BERTIE COUNTY	168	149	88%	145	86%
CHOWAN COUNTY	12	10	83%		
Edenton Unit	55	52	94%	52	94%
CAMDEN COUNTY UNIT	29	29	100%	27	98%
CURRITUCK COUNTY	26	21	81%	20	76%
DARE COUNTY					
GATES COUNTY	59	59	100%	59	100%
HERTFORD COUNTY	163	150	92%	150	92%
HYDE COUNTY	34	34	100%	34	100%
MARTIN COUNTY	160	137	86%	115	71%
PASQUOTANK COUNTY	43	43	100%	43	100%
Elizabeth City Unit	72	72	100%	71	99%
Elizabeth City State College		4		2	
PERQUIMANS COUNTY	48	46	99%	46	99%
PITT COUNTY	267	225	84%	225	84%
Greenville City Unit	79	79	100%	79	100%
TYRRELL COUNTY	27	21	77%	21	77%
WASHINGTON COUNTY	73	70	95%	66	90%
PIEDMONT DISTRICT					
ALAMANCE COUNTY	117	117	100%	112	96%
Burlington	77	54	70%	42	70%
BEWELL COUNTY	126	126	100%	126	100%
BURHAM COUNTY	107	105	99%	104	98%
FRANKLIN COUNTY	117	110	94%	55	47%
FRANKLIN COUNTY	115	79	68%	19	16%
FRUITFORD COUNTY	92	92	100%	76	83%
Greensboro	324	324	100%	331	100%
High Point	140	137	98%	102	73%
A&T College		7		3	
Bennett College					
Farms Memorial Inst.				1	
IRIE COUNTY	42	42	100%	41	99%
MOORE COUNTY	44	43	99%	43	99%
Piedmont Place	14	9	64%	5	35%
ORANGE COUNTY	72	59	82%	59	82%
Chapel Hill	48	37	77%	28	58%
PERSON COUNTY	118	118	100%	113	94%
RANDOLPH COUNTY-ASHEBORO	3	3	100%		
RICHMOND COUNTY	70	70	100%	64	91%
Hamlet Unit	47	47	100%	45	97%
Rockingham City Unit	38	38	100%	38	100%
Morrison Training School	22	22	100%		
COUNTY and CITY UNITS	No. In Local Unit	No. In NCTA	Per Cent NCTA	No. In NEA	Per Cent NEA
ROCKINGHAM COUNTY	51	51	100%	51	100%
Leaksville Unit	35	23	65%	22	64%
Madison-Mayodan Unit	28	28	100%	28	100%
Reidsville	66	61	92%	58	88%
SCOTLAND COUNTY-					
LAURINBURG	150	78	52%	35	23%
UNIVERSITY OF					
NORTH CAROLINA		1			
SOUTHEASTERN DISTRICT					
BLADEN COUNTY	156	150	98%	134	86%
BRUNSWICK COUNTY	91	66	73%	66	73%
COLUMBUS COUNTY	175	121	69%	121	69%
Whiteville City	51	51	100%	50	99%
CUMBERLAND COUNTY	227	227	100%	225	99%
Fayetteville City	194	191	98%	175	95%
Fayetteville State College	75	59	79%	39	52%
HARNETT COUNTY	150	129	86%	122	81%
HOKE COUNTY	89	89	100%	83	94%
Leonard Training School		13			
ROBESON COUNTY	104	99	95%	96	92%
Fairmont Unit	37	44	100%		
Lumberton	61	53	87%		
Maxton	34	34	100%	34	100%
Red Springs	33	32	99%	32	99%
Saint Pauls	35	38	100%	38	100%
Fairmont-Lumberton-					
Red Springs				86	
SAMPSON COUNTY	156	135	86%	135	86%
Clinton City	55	56	100%	52	98%
SOUTHWESTERN DISTRICT					
AVERY COUNTY	2				
ASHEVILLE-BUNCOMBE	125	112	90%	99	79%
BURKE COUNTY	41	22	54%	12	29%
CALDWELL-LENOIR	43	20	46%	10	23%
CATAWBA COUNTY	91	43	47%	23	25%
CHEROKEE COUNTY					
Andrews					
Murphy					
CLEVELAND COUNTY	189	138	73%	129	68%
GASTON COUNTY	110	68	62%	68	63%
Gastonia	69	50	62%	50	62%
Cherryville					
HAYWOOD COUNTY-CANTON	11	6	54%	6	54%
HENDERSONVILLE UNIT					
JACKSON COUNTY					
LINCOLN COUNTY	33	30	97%	22	67%
Lincolnton	6	6	100%	6	100%
MACON COUNTY					
MADISON COUNTY					
MCDOWELL COUNTY					
Marion Unit	16	9	56%	6	38%
MECKLENBURG/CHARLOTTE	865	507	61%	525	66%
Johnson C. Smith Univ.					
POLK COUNTY	9	9	100%	9	100%
RUTHERFORD COUNTY	55	55	100%	56	100%
TRANSYLVANIA COUNTY					
WATAUGA COUNTY					
YANCEY COUNTY					
SWAIN COUNTY					
WESTERN DISTRICT					
ALEXANDER COUNTY	15				
ALLEGHANY COUNTY	2				
ANSON COUNTY	88	88	100%	85	96%
Morven	28	27	99%	2	14%
Wadesboro	40	29	72%	18	45%
ASHE COUNTY	3	1	33%		
CABARRUS COUNTY					
Concord					
Kannapolis	32	32	100%	31	99%
BARBER-SCOTIA COLLEGE		1		1	
DAVIDSON COUNTY	49	49	100%	50	100%
Thomasville	35	35	100%	37	100%
DAVIE COUNTY	25	17	68%	17	68%
WINSTON-SALEM/FORSYTH	526	493	94%	469	89%
Winston-Salem State Coll.		18		10	
IREDELL COUNTY	61	60	99%	59	96%
Mooresville	21	21	100%	21	100%
Statesville	46	43	93%	40	87%
MONTGOMERY COUNTY	57	62	100%	54	95%
ROWAN COUNTY	111	114	100%	103	93%
Salisbury	54	52	96%	39	72%
Livingstone College		2			
STANLY CO.-ALBEMARLE	58	43	74%	33	57%
STOKES COUNTY	26	21	81%	18	69%
SURRY COUNTY	30	13	43%	1	3%
UNION COUNTY	50	48	96%	50	100%
Monroe City	34	23	68%	17	50%
WILKES COUNTY	28	28	100%	16	57%
YADKIN COUNTY	18	12	66%	10	55%

Committees and Commissions

RESOLUTIONS COMMITTEE

W. T. Johnson, Chairman
1005 Benbow Road
Greensboro, N. C. 27401
Mrs. Elizabeth Byrd
P. O. Box 368
Edenton, N. C. 27932
Z. V. Gordon, Prin.
Davis School
Robbins, N. C. 27325
J. L. Johnson
1409 Nun Street
Wilmington, N. C. 28401
W. H. Booker, Prin.
West Street Elementary School
New Bern, N. C. 28560
J. A. Gibson, Prin.
The Southside School
Rowland, N. C. 28383
Miss Maude Freeman
206 Fairway Dr.
Fayetteville, N. C. 28305
Atty. Curtiss Todd
P. O. Box 2242
Winston-Salem, N. C. 27102

BUDGET AND FINANCE COMMITTEE

L. M. Hatton, Prin., Budget
Director, Chairman
Carver School
Henderson, N. C. 27536
E. E. Waddell, Prin.
Second Ward High School
Charlotte, N. C.
Dr. N. H. Harris
Fayetteville State College
Fayetteville, N. C. 28301
V. H. Chavis, Prin.
Lincoln School
Greensboro, N. C.
Dr. Lafayette Parker
Winston-Salem State College
Winston-Salem, N. C. 27102
Mrs. Juanita Barnette
609 Atlantic Ave.
Rocky Mount, N. C. 27801
W. T. Brown, Prin.
Washington Dr. Junior High
School
Fayetteville, N. C. 28301

LEGISLATIVE COMMITTEE

Dr. F. G. Shipman, Chairman
North Carolina College
Durham, N. C. 27707
Roosevelt Greenwood
Box 316
Mocksville, N. C. 27028

W. R. Collins, Consultant
304 Formosa St.
Durham, N. C. 27707
H. D. Cooper
R. L. Vann School
Ahoskie, N. C. 27910
James T. Taylor, Consultant
North Carolina College
Durham, N. C. 27707
J. O. Gibbs, Prin.
Carver High School
Spindale, N. C. 28160
J. C. Bias, Prin.
Brawley High School
Scotland Neck, N. C. 27874
N. L. Dillard, Prin.
Caswell Co. High School
Yanceyville, N. C. 27379
Atty. Curtiss Todd, Consultant
P. O. Box 2242
Winston-Salem, N. C. 27102
J. H. Carney, Prin.
Route 2
Fremont, N. C. 27830

CONVENTION PLANNING COMMITTEE

C. J. Barber, Chairman
Garner Consolidated School
Garner, N. C. 27529
P. U. Watson
J. W. Ligon School
700 E. Lenoir St.
Raleigh, N. C. 27601
F. D. McNeill, Field Rep.
NCTA—125 E. Hargett St.
Raleigh, N. C. 27601
Charles A. Ray
North Carolina College
Durham, N. C. 27707

CONSTITUTION COMMITTEE

H. D. Cooper, Chairman
R. L. Vann School
Ahoskie, N. C. 27910
Curtiss Todd, Consultant
P. O. Box 2242
Winston-Salem, N. C. 27102
E. V. Wilkins, Prin.
Washington Co. Union School
Roper, N. C. 27970
Dorothy M. Washington
P. O. Box 729
Lumberton, N. C. 28358
Mrs. Lucille Heartley
P. O. Box 218
Clayton, N. C. 27520

HEADQUARTERS BUILDING COMMITTEE

E. E. Waddell, Chairman
Second Ward High School
Charlotte, N. C.
J. L. Rice
Garysburg, N. C. 27831
E. M. Barnes, Prin.
Darden High School
Wilson, N. C. 27893
Mrs. Nora Lockhart
115 S. Tarboro Rd.
Raleigh, N. C. 27610
Mrs. Edna C. Richards
125 E. Hargett St.
Raleigh, N. C. 27601
C. C. Griffin, Prin.
Logan High School
Concord, N. C. 28025
Francis Mebane
H. B. Suggs School
Farmville, N. C. 27828
S. C. Smith
A. & T. University
Greensboro, N. C. 27411
E. E. Miller, Prin.
E. E. Smith Senior High School
Fayetteville, N. C.

TEACHER EDUCATION & PROFESSIONAL STANDARDS

Mrs. Marguerite Frierson,
Chairman
Fayetteville State College
Fayetteville, N. C. 28301
J. C. Simpson
508 Milford Hill Rd
Salisbury, N. C. 28144
Miss Ethel M. Lewis, Supv.
New Bern, N. C. 28560
Mrs. Elizabeth Randolph, Prin.
University Park School
Charlotte, N. C.
Mrs. Nelle A. Coley
1305 S. Benbow Rd.
Greensboro, N. C. 27401
Mrs. Hazel Jordan
H. B. Suggs School
Farmville, N. C. 27828
Mrs. Ila K. Bellamy
742 Atlantic Ave.
Rocky Mount, N. C. 27801

LIAISON COMMITTEE

Dr. Rudolph Jones, Chairman
Fayetteville State College
Fayetteville, N. C. 28301

Mrs. Ruth Jones
509 Myrtle Ave.
Rocky Mount, N. C. 27801

Dr. S. E. Duncan, Pres.
Livingstone College
Salisbury, N. C. 28144

Mrs. Mae Sue Henry
1500 Benbow Road
Greensboro, N. C. 27401

Mr. E. B. Palmer
125 E. Hargett St.
Raleigh, N. C. 27601

Mr. J. H. Lucas, Prin.
Hillside High School
Concord St.
Durham, N. C. 27707

Dr. N. H. Harris
918 New Bern Ave.
Raleigh, N. C. 27601

Mr. W. R. Collins
304 Formosa St.
Durham, N. C. 27707

DELEGATE ORIENTATION

J. H. Lucas, Chairman
Hillside High School
Durham, N. C. 27707

Mrs. Edna C. Richards
125 E. Hargett St.
Raleigh, N. C. 27601

J. V. Morris, Prin.
Mary Potter High School
Oxford, N. C. 27565

Mrs. Dorothy Jackson
513 N. Seventh St.
Wilmington, N. C. 28401

J. C. Duncan, Prin.
Jones Elementary School
Yanceyville, N. C. 27379

Mrs. Edgar D. Wilson
Rt. 1, Box 280
Kings Mountain, N. C. 28086

C. J. Barber, Prin.
205 N. Tarboro Rd.
Raleigh, N. C. 27610

Mrs. Mae Sue Henry
1500 Benbow Rd.
Greensboro, N. C. 27401

NECROLOGY COMMITTEE

J. W. Wiley, Prin.
Swift Creek School Chairman
Whitakers, N. C. 27891

Mrs. Amy Lutz
Berkley High School
Aberdeen, N. C. 28315

Carl W. Franks
Texana School
Murphy, N. C. 28906

Mrs. Fannie T. Maggett
Box 272
Rich Square, N. C. 27869

Mrs. A. E. Frances
Brunswick Co. Training School
Southport, N. C. 28461

Lawrence Williams
1101 Hadley Rd.
Raleigh, N. C. 27610

CREDENTIALS COMMITTEE

Mrs. Audrey Robinson,
Chairman
3654 Spaulding Dr.
Winston-Salem, N. C. 27105

Mrs. Willie H. High
1008 South Person St.
Raleigh, N. C. 27601

C. C. Watkins
Piedmont St.
Reidsville, N. C. 27320

PERSONNEL COMMITTEE

Mrs. Ruth Braswell Jones,
Chairman
509 Myrtle Ave.
Rocky Mount, N. C. 27801

Dr. S. O. Jones
2212 Lakeland Rd.
Greensboro, N. C. 27406

J. H. Wooten
512 Bunch Dr.
Goldsboro, N. C. 27530

T. V. Foster, Jr.
624 Myrtle Ave.
Rocky Mount, N. C. 27801

Mrs. L. B. Daniel, Secretary
1312 E. Hargett St.
Raleigh, N. C. 27610

E. B. Palmer, Executive
Secretary—NCTA
125 E. Hargett St.
Raleigh, N. C. 27601

Mrs. Dorothy Jackson
513 N. Seventh St.
Wilmington, N. C. 28401

MEMBERS OF PR & R COMMISSION NCTA

Mrs. Henrietta Hatton,
Chairman
P. O. Box 191
Henderson, N. C. 27536

Mrs. Lucy Herring
64 Oakland Rd.
Asheville, N. C. 28801

Mrs. Virginia Newell
Winston-Salem State College
Winston-Salem, N. C. 27102

Mrs. Mary B. Frazier
211 Duncan St.
Durham, N. C. 27707

J. A. Lacewell
1319 Cross Link Rd.
Raleigh, N. C. 27610

Mrs. Maggie Davis
Rt. 3, Box 198
Henderson, N. C. 27536

Atty. Curtiss Todd, Consultant
P. O. Box 2242
Winston-Salem, N. C. 27102

B. T. Washington, Prin.
Williston Sr. High School
Wilmington, N. C. 28401

Mrs. Louise Hudgens
38 Hazzard St.
Asheville, N. C. 28801

Mrs. Mattie Edwards
Camp High School
Rt. 2
Shelby, N. C. 28150

E. B. Palmer, Staff Contact
125 E. Hargett St.
Raleigh, N. C. 27601

A REMINDER

THE NEED FOR IMME-
DIATE OPERATING FUNDS
IS GREAT. PAY AND RE-
MIT YOUR NCTA DUES TO
THE STATE HEADQUAR-
TERS EARLIER THIS
YEAR THAN EVER BE-
FORE.

FEDERAL LEGISLATIVE CORNER

BOX SCORE ON FEDERAL EDUCATION BILLS—AS OF SEPTEMBER 14, 1967

Bill	House	Senate	Major Provisions
Labor-HEW Appropriation	Passed May 25 In Conference	Passed August 2	About \$4 billion for U. S. Office of Education-administered programs in Fiscal 1968.
Defense Department Appropriation	Passed June 13 Cleared for White House	Passed August 22	Includes \$86 million for DOD Overseas Dependents Schools.
Independent Offices Appropriation	Passed May 17	Reported August 29	Provides for Model Cities program (planning and project funds).
Civil Rights Act, Title IV Appropriation	Passed May 31	Hearings completed	Provides grants & technical assistance for school desegregation. Budget request: \$30 million. House allowance: \$10 million.
Elementary and Secondary Amendments HR 7819, S 1125	Passed May 25	Hearings completed	Extends ESEA through Fiscal 1969. House version transfers Titles III and V to states.
Economic Opportunity Amendments S 1545, HR 8311	Hearings completed	Reported August 29	Authorizes \$2.06 billion for FY 1968; Senate committee added \$3 billion emergency job program for slum residents.
Higher Education Amendments HR 6232, S 1126	Hearings in progress	Hearings due in September	Extends NDEA, Higher Education Act of 1965. See next entries.
Education Professions Development Act HR 10943	Passed June 27 (Public Law 90-35)	Passed June 28	Amends Title V of HEA; extends Teacher Corps for three years; provides \$1.1 billion in training programs for education personnel.
College Work Study Amendment HR 11945	Passed August 10 Public Law 90-82	Passed August 25	Provides that federal share be 85% after Aug. 27 (instead of 75% as in present law).
Educational TV HR 6736, S 1160	Reported August 10	Passed May 17	Creates public television corporation; continues construction grant program.
Vocational Amendments HR 8525	Hearings completed		Authorizes grants for innovative projects (similar to ESEA Title III); creates fellowships.
Appalachia Amendments, S 602	Reported August 2	Passed April 27	Vocational education facilities; supplements to grant-in-aid programs
Judicial Review S 3	Hearings due in September	Passed April 11	Permits court tests of constitutionality of federal aid legislation.
Postal Revenue Act HR 7977	Markup in progress		Increases first class, second class, third class & air mail rates; provides some increase in educational materials rates.
GI Bill Amendments S 16	Passed March 20 Public Law 90-77	Passed August 23	Provides higher educational benefits for longer periods, increases allowances.
Medicare for Teachers HR 294, S 1071	Pending in Committee	Hearings in progress	Extends coverage to 700,000 teachers not presently included.
Bilingual Education S 428	Hearings completed	Hearings completed	Provides programs to meet special needs of pupils whose mother tongue is Spanish.
Vocational Rehabilitation Amendments HR 12257	Passed August 21		Grants to states for comprehensive programs; establishes National Center for Deaf-Blind Youth and Adults.

From Jim Gardner's Office

FEDERAL TAX SHARING ACT

I plan to introduce a bill to Congress which I feel will be a step forward to return power to the state and local governments which has been denied them by the Federal Government. Copies of this proposed bill have been sent to all N. C. Mayors, School Superintendents, Dr. Charles Carroll, Superintendent of Public Instruction and Governor Moore. I have asked their comments and views on this bill. I have also asked for permission to appear before the N. C. General Assembly to explain to them the great importance of this bill to the Great State of North Carolina.

The Federal Tax Sharing Bill, if approved will return to the states a certain percentage of Federal Income Taxes which will be divided among the states educational program, local government and the state government. 10 percent of the total tax sharing fund will be allocated to the 17 poorest states, of which North Carolina is one, as a form of equalization. The remaining 90 percent will be distributed as follows: 1. 50% goes to the state for education, 2. 25% is distributed by the state to its local sub-divisions and 3. the final 25% is to be used by the state to meet its particular needs.

Most of the key features of this bill will be that the Appropriation Committees of the House and Senate will be ordered to phase out funds of Federal Grant-in-Aid programs in amounts equal to the annual tax sharing funds.

I am convinced that the only way the state and local governments can reasonably assume responsibility is through Federal tax sharing.

**"I WELCOME YOUR
LETTERS AND VIEWS"**

HOW GARDNER VOTED

(Nay) Resolution to censure and impose punishment on Powell.

(Yea) Resolution to exclude Powell from membership in 90th Congress.

(Yea) Supplemental Military procurement research and development for fiscal 1967.

(Nay) Emergency food assistance to India.

(Nay) Interest Equalization Tax Extension Act of 1967.

(Yea) Supplemental Defense appropriations.

(Yea) Restore 7% investment credit.

(Nay) Appropriations for Post Office, Treasury and Executive Offices.

(Yea) Recommit copyright bill.

Hawaii To Host English Teachers

The National Council of Teachers of English announces the program participants for its 57th annual convention in Honolulu, Hawaii, November 23-25, 1967. We enclose the list for your area. The convention is officially in session from Thanksgiving evening through the Saturday evening banquet.

Twelve study groups will convene November 21-23 in the Sheraton Hotels and the East-West Center. Preconvention conferences will meet Tuesday and Wednesday at Mawaiian Village and the Ilikai Hotel; they are for New Directions in Elementary Language Arts, High School Department Chairmen, and Supervisors. Another conference for NCTE affiliates will discuss affiliate efforts toward book selection policies and against censorship. Still another will be on research design and the teaching of English.

A postconvention conference of English. A postconvention for administrators, school board members, and legislators will consider the state of the teaching institute cruise in curriculum construction in English

will be held aboard the S. S. **Lurline** as it sails from Honolulu to San Francisco.

Detailed information on travel arrangements is available from the NCTE office. All registrations must be submitted to NCTE's official travel coordinator: Travel Consultants, Inc., 1612 K Street, N.W., Washington, D. C. 20006.

J - M ANNOUNCES EDUCATIONAL ASSISTANCE PROGRAM

Johns-Manville Corporation has announced a new educational assistance program for providing college tuition grants to students whom it employs during the Summer months.

Students selected for the program will receive a minimum of \$300 and a maximum of \$500, divided equally between the Spring and Fall terms, when academic standing is maintained and conditions of employment are fully met.

During the Summer, students will work at J-M locations throughout the United States and Canada in assignments closely related to their course of study. They will receive starting salaries for positions to which they are assigned.

This year, an initial group of 40 students will work in such fields as industrial engineering, finance, production and research. Company recruiters will make offers for full-time employment to participants at the time they complete their college educations. Students selected for the program will receive employee benefits and accrue seniority in the same manner as regular employees; this becomes advantageous if they accept employment after graduation.

Tuition grants will make it possible for those participating in this program to fill positions related to their studies at the lower management level while providing the company with experienced candidates for permanent employment.

Palmer Keynotes ATA Convention

E. B. Palmer, Executive Secretary of the North Carolina Teachers Association delivered the keynote address to more than 3,000 delegates attending the 69th Annual State Convention of the Arkansas Teachers Association in Convention Auditorium, Hot Springs, Arkansas, November 1-3, 1967.

Unless something is done to prevent it, Palmer predicted, that in the near future "very few" Negro administrators and supervisors will remain in desegregated public schools in the South.

In desegregation "one sees some frightening trends". This is true for the problem of desegregating the public schools and dismissing the Negro teacher has been reduced, almost stopped, but now the Negro administrator is adversely affected.

"The predominantly dual associations (Negro) will have to take every action possible to prevent the problem."

If "necessary" the Negro teachers associations will have to resort to courts to find a solution to the problem.

"North Carolina cannot close out its operations before 1969 by merging until something is done about this problem."

"It is a sad thing for teachers to have to strike for what is rightfully theirs."

"But strikes, sanctions or negotiations, which ever must be used, we will use them to make the profession worth our being in it."

The teacher is placed at the bottom of the social structure. A teacher makes a national average salary of "\$3,000" annually while bus drivers earn "\$6,000".

"Remember my friends, the black man is on the rise for equality around the world," "Don't get left behind. You do not have to cease being a Negro to be a man".

United Forces Scoreboard

GOALS	ENACTED
Reduce class size by one pupil in grades 1-12	Nothing
Restore continuing contract	Enacted
Extend term of employment for: (a) Principals—two weeks to one and one-half months, on formula (b) Supervisors—one month (c) Teachers—three days	One additional week Nothing Nothing
Pilot kindergarten program, \$10 million	Nothing
Increase in salaries for: (a) Teachers: 1967-68—\$5,000 to \$8,500 1968-69—\$5,500 to \$9,350 (b) Principals: 1967-68—20 per cent 1968-69—10 per cent (c) Superintendents, Assistant Superintendents: 1967-68—20 per cent 1968-69—10 per cent (d) Supervisors: 1967-68—20 per cent 1968-69—10 per cent (e) Other school personnel: 1967-68—5 per cent 1968-69—5 per cent	\$4,653 to \$6,808 \$5,076 to \$7,450 Five per cent increase Five per cent increase Six per cent increase Nothing Five per cent increase Five per cent increase Six per cent increase Nothing
Adequate school plant operation money	Partially
Special teachers for music, art, elementary physical education, librarians, and others	None
Supplement supervising teachers, "A" certificate \$100; "G" or Supervising Teachers, \$125	Nothing
Dual transportation to alleviate hardships suffered by elementary children; transport city children on same basis as county children; alleviate overcrowding and travel time	Nothing
More comprehensive programs of vocational education at the high school level	Small increase in funds

Taken from the NCEA September Journal

Summary Of Improvements For Public Education For The Biennium 1967-1969

Appropriations for public education for the 1967-1969 biennium were substantially increased over the 1965-1967 biennium.

This increase in appropriations provides for several significant expansions and improvements in the public school system as follows:

1. SALARY INCREASES:

- a. Teachers (full time, certificated): (10%, 1967-1968; plus 10%, 1968-1969 over present salary schedule).
 - b. Supervisors: (5%, 1967-1968; plus 5%, 1968-1969 over present salary schedule).
 - c. Classified principals: (5%, 1967-1968; plus 5%, 1968-1969 over present salary schedule; also one (1) week additional term of employment).
 - d. Superintendents and assistant superintendents: (6%, 1967-1969 biennium over present salary schedule).
 - e. Clerical assistants, property and cost clerks, attendance counselors, secretaries in schools, mechanics, janitors and maids: (6%, 1967-1969 biennium over present salary schedule).
 - f. Substitute teachers: Increase from \$10.00 to \$15.00 per day.
2. \$2,800,000 increase for purchase of elementary textbooks.
 3. \$3,283,495 to eliminate high school book rental fees.
 4. Additional funds for vocational rehabilitation services.
 5. 300 additional scholarship loans for future teachers.
 6. \$7.5 million to meet the requirements of revisions in federal wage and hour law. (School bus drivers are included in these funds).
 7. Appropriated one million dollars to provide for the continuance of the North Carolina Advancement School.
 8. \$100,000 to provide scholarships for teachers of mentally retarded children.

2. RETIREMENT LIBERALIZATIONS:

- a. Vesting reduced from 15 years to 12 years.
- b. After a member achieves either 20 years membership and age 50 or 30 years of service, he can now retire at any time after separation from service.

- c. Allows retirement service credit for accumulated unused sick leave at time of retirement.
- d. Increases retirement by 25% on first \$5600 of AFC.
- e. Lowers from 5% to 4% annually the penalty for early retirement.
- f. Allows a person to select the early option, provided he has survivors, at either age 55 or upon completion of 30 years of service.
- g. Allows needed flexibility in the amount of retirement benefit a member may select, based upon actuarial calculations.
- h. Increases allowances for retired members ranging from 5% to 29% but not less than \$10.00 monthly.
- i. Provides death benefit equal to previous years salary (\$15,000 maximum).
- j. Increases contribution rate of members by 1% on first \$5600 of salary, but no more than \$56.00 annually.
- k. Increases from 5 to 7 the number of years member allowed to be absent from service before membership ceases.

NON-APPROPRIATIONS:

- a. Restored continuing contract for all certified personnel other than superintendents.
- b. Provided legislation to permit boards of education to elect superintendents for a two (2) or four (4) year term.
- c. Established procedures for popular election of county board of education now appointed by the Omnibus Bill.
- d. Enacted legislation to allow deduction in income tax for substitute teachers for education cost in upgrading certificates.
- e. Provided local authority for the orderly merger and consolidation of local public school administrative units.
- f. Enacted the interstate compact for education to provide greater cooperation among the states in strengthening public education.
- g. Created a Commission to Study the Public School System of North Carolina.
- h. Permitted local school boards to levy increased taxes for teacher supplement without a vote of the people.

The Terry Sanford Award

Creativity and Innovation in Education

The Terry Sanford Award recognizes creativity and innovation in education. Professional educators in the public schools of North Carolina who contribute materially to the improvement of education through innovation or creativity in teaching or school administration are eligible for the award.

The Award was established from gifts contributed to former Governor Terry Sanford who requested that the funds be used specifically for this purpose. The contributions by educators of the state were in recognition of Governor Sanford's efforts in behalf of education. The Award represents Governor Sanford's wish to recognize and reward those educators who contribute to the advancement of education.

The Awards program is administered by the NCEA and the NCTA. The winner of the Terry Sanford Award will be selected by a committee of judges working through the Learning Institute of North Carolina, one of the agencies created during the Sanford Administration to seek out ways of improving education. A cash award will be made to the recipient.

Forms for nominating candidates for the Terry Sanford Award are available from NCEA local unit presidents, the NCEA Center, the NCTA headquarters, the superintendent's office of every school district in North Carolina, or may be requested from the Learning Institute of North Carolina, Quail Roost Conference Center, Rougemont, North Carolina 27572. All entries for the current school year **should be mailed to the Learning Institute before March 1, 1968.**

Entries

Eligible persons may be entered in the competition by nomination, made by themselves or another person or persons. The nominations must be on forms available from the North Carolina Education Association, the North Carolina Teachers Association, or the Learning Institute of North Carolina. They should be submitted directly to **LINC by March 1, 1968.** The nomination forms should be supplemented with descriptive evidence and materials signifying the creativity and innovations. Statements and other evidence from individuals with first-hand knowledge of the innovative activity should also accompany the entry.

Selection

As soon as practicable after March 1, a panel of judges will convene to judge the entries and decide on the winner. This panel will be composed of educators from various sections of the state and with varied experience in education. Their decision will be based primarily on the exhibited improvements or potential improvements in education resulting from the submitted creative and innovative educational activity. Therefore, it is imperative that the nomination exhibit these improvements rather than feature a personality.

The Terry Sanford Award winner receives a bronze plaque and a cash sum. In the event the committee designates honorable mentions, a certificate will be presented to the named persons.

The winner will be honored at the Annual Honors Banquet in May.

For further information write to:

The North Carolina Education Association
P. O. Box 350
Raleigh, North Carolina 27602

or

The North Carolina Teachers Association
125 E. Hargett Street
Raleigh, North Carolina 27601

or

The Learning Institute of North Carolina
Quail Roost Conference Center
Rougemont, North Carolina 27572

MEETINGS

(Continued from Page 2)

Hammocks Notable Benefit Banquet — November 11, 1967 — Peebles Hotel, Raleigh, N. C. — 7:30 P.M.

Principals and Supervisor Conference — December 7-8 — Durham, N. C.

Fifth Annual Shareholders Meeting — Credit Union — January 20, 1968 — Jack Tar Hotel, Durham, N. C. Time 10:00 A.M.

THE TERRY SANFORD AWARD

Nomination Form

Name of nominee _____ Title or position _____

Institution _____

Home address _____ Telephone _____

Length of service to education _____

Why should this individual be considered as a candidate for the Terry Sanford Award? (Please limit your statement to the space provided below.)

Submitted by: _____

Signature

Address: _____

Date: _____

This form should be accompanied by examples or descriptions of creative programs or approaches originated by the nominee, relevant data, letters and/or testimonials, and any other pertinent documents, and mailed to:

The Terry Sanford Award
The Learning Institute of North Carolina
Quail Roost Conference Center
Rougemont, North Carolina 27572

All entries must be mailed before March 1, 1968. The winner(s) of the Terry Sanford Award will be announced before the end of the current school year.

Steiner Exhibitions Available

Rudolph Steiner Exhibitions has announced the availability of four exhibition groups without fee. These are part of the twelve travelling exhibition groups which have been circulated by Rudolf Steiner Exhibitions since 1961.

The exhibitions without fee are:

1. "International Exhibition of Children's Art Work" — an unusual group of children's work in large part from the Rudolf Steiner-Waldorf Schools and includes painting, drawing, geometric drawing, and other aspects of the using of art in conjunction with the whole educational process. There are thirty plates together with illuminating explanatory captions.

2. "Geometry Teaching" — this is student work in projective geometry from the 6th through the 12th grades from the Waldorf Schools with explanatory captions by Dr. Herman v Baravalle, noted mathematician and educator.

3. "The Work of the Mentally Handicapped"—remarkable handcraft work done by the retarded

young adults in the Camphill Movement which is centered in the Camphill Village in Copake, New York. Some of this work comes from there and some comes from the longer established centers in the British Isles.

4. "Library Exhibition of Books by Rudolf Steiner and Related Authors".

The other eight exhibition groups are from the Rudolf Steiner Exhibitions at modest fees. They are:

"Maulsby Kimball Water Colors"

"Poetry and Painting"

"Joseph Domjan Color Prints"

"Organic Architecture"

"Language of Form"

"Dynamic Beauty of Geometric Forms"

"Creative Toys"

"Handcrafts"

Rudolf Steiner Exhibitions also makes available lecturers, conference leadership and summer workshops. In 1967 there was a workshop in Waldorf Education in Milwaukee, Wisconsin from August 16 to August 19. Further information upon request.

IS THE NEGRO MALE HIGH SCHOOL, TECHNICAL INSTITUTE AND COLLEGE STUDENT BECOMING EXTINCT?

Henry M. Eldridge

FAYETTEVILLE STATE COLLEGE

Fayetteville, North Carolina

This is a special plea to teachers, churches, families and all civic-minded individuals, to look at the problem of the Negro man and to understand that education and jobs for him are extremely important. Yes — this was a long hot summer but they are getting hotter each year — why?

The Ford Foundation sponsors the National Achievement Scholarships for bright Negro high-school graduates. It reports that 70 percent of its applicants are girls. The honor rolls of predominantly Negro schools show consistently that from 75 to 90 percent of the honor students are girls. There are more female than male Negro high-school, technical-institute and college graduates in the United States. It has also been found that at all age level Negro girls do better in school than Negro boys.

It is shocking when we look at a few figures showing the ratio of Negro males enrolled in some of our predominantly Negro colleges:

Colleges	Percent of male students	Colleges	Percent of male students
*A	23.5	L	57.2
B	13.8	M	14.3
C	30.2	N	19.6
D	23.1	O	22.3
E	25.3	P	28.0
F	35.0	Q	17.2
G	14.2	R	16.6
H	23.5	S	35.0
I	16.1	T	70.0
J	37.9	U	38.4
K	18.5	V	61.1

*The alphabet is used not to reveal the identity of the college.

According to Whitney Young, this is not surprising because mothers made sure that, if one of their children had a chance for higher education, the daughter was the one to pursue it. More attention must be paid to the Negro male at all school levels. Every effort must be made to pre-

vent the Negro males from becoming dropouts. No young Negro should be permitted to drop out of an academic school without first being sent to a vocational school.

I agree with Daniel Moynihan, Nathan Glazer, David Price, Whitney Young and others, that many of the "non-whites" problems stem from family problems. If you are in doubt about it, read the shocking news in a pamphlet published by the Department of Labor-1966 — "The Negro Family, the Case for National Action." It is very difficult to realize that, at this very moment, there are more than 6 million children, most of which are fatherless, are growing up in the United States in one-parent families. It is true that growing up without fathers or with weak fathers, cause most of the trouble in the world.

It is very disturbing when you realize that almost 25 percent of all Negro women are living apart from their husbands, separated or divorced. This means that almost 25 percent of all the Negro families in the U. S. are headed by women, and in a recent study for the Census Bureau it was pointed out that a majority of Negro children never reach the age of 18, having spent their lives with both parents. Does this mean that the Negro family is approaching a complete breakdown — If so why?

At this very moment there are thousands of Negro children who don't know who their fathers are. Almost one-fourth of all Negro births in America are now illegitimate. Is it true that many Negro men frequently desert their families because they feel inferior to their women? One reason divorce is endemic in the Negro society today is that so many of the wives are better educated than their husbands. The husbands feel inferior, because they are inferior educationally, economically, and morally, thus this omnipresent inferiority breeds hostility. This trend must be altered.

The behavior of a child's parents is his model for the behavior evaluation of all men and women. Children learn by imitating their parents.

In the absence of a father, love relationships with other human beings become unstable, conditional, and capricious, and the child himself becomes reluctant to enter into such relationships. It is a well established fact that children of any race, white or Negro, from homes where the fathers are present, make higher grades in school than children from fatherless homes.

Higher education means better jobs. The Negro male must be strengthened educationally and economically so that he takes his place as head of the typical American Negro family. Fatherless Negro boys should be catered to, worked with, concentrated on, so that they learn a skill and eventually feel themselves as family leaders and worthwhile contributors to the community. Matriarchy must go; Negro mothers, many of them disillusioned and embittered by their sad marital experiences, must stop concentrating on the higher education of their daughters to the neglect of their sons. The Negro man must be made to feel like a man. Pain must be taken to see that he reaches a position where he can assume the rightful role of father in the family life of American society.

Classroom Teachers Campaign In Bemidji

The 850,000-member Association of Classroom Teachers (ACT) mapped a three-pronged nationwide campaign to assert more leadership in education and to improve the teacher's role as professionals.

Plans for the campaign were outlined by the Association's new president, Mrs. Ruth Trigg of Barrington, Ill., at the opening of the group's annual conference on the campus of Bemidji State College.

The Association is seeking action in three areas — 1) increased use of school systems of volunteers and paid aides — "paraprofessionals" — to free teachers for time to teach and to give individualized instruction to children in the classroom; 2) for more militancy on the part of teachers, but militancy tempered with judgment in making their demands known; and 3) for "more meaningful integration" of every state and local association of classroom teachers.

"We are mobilizing for change in staffing procedures in school systems so that the paraprofessional becomes an integral part of the educational team and the professional organization," explains Mrs. Trigg.

Variously called teacher aides, paraprofessionals are auxiliary personnel who take care of such jobs as grading papers, counseling, monitoring study halls and cafeterias, and numerous other duties.

The ACT and the NEA's National Commission

on Teacher Education and Professional Standards are leading efforts to get more paraprofessionals in classrooms. Both groups feel that mass instruction has to be materially decreased and more individualized instruction provided. The only way that teachers will be able to spend more time with students is to free them from many time-consuming classroom duties.

Not only is the ACT urging that auxiliary personnel become part of the educational team as supportive staff for teachers, but the Association is going a step further and calling for the establishment of an organization for paraprofessionals within the framework of the National Education Association and its state and local affiliates, Mrs. Trigg states.

In requesting that teachers become more militant, Mrs. Trigg stresses the need for them to speak out more for their convictions regarding their roles as professionals. Teachers are being asked to demand militancy and statesmanship on the part of their professional associations, she adds.

"I am asking teachers to look objectively at their state and local education associations to see if they are meeting the needs of classroom teachers. Are new teachers given a chance to become involved, to contribute, to serve? Do they provide a place for the new teacher as well as the experienced teacher? If the answer is 'no' to these questions, then start action to revamp the associations," Mrs. Trigg states.

The new president declares that the "time for foot-dragging, paper agreements, and lip service" regarding integration of all children, teachers, and professional associations is past, and calls for classroom teachers to work for "full and equal participation" of all members of the educational community.



Left to Right: Mrs. Ruth Trigg, President NEA Association of Classroom Teachers; Mrs. Martha Dell Sanders, Southeast Regional Director; Unidentified; Mr. Clyde E. Fowlkes; Unidentified; Mrs. Vivian Diggs, Director, North Central District NCACT; Mrs. Mary Nesbitt, President NCEA Classroom Teachers; Mrs. Ernestine Starnes, Immediate Past President NCEA Classroom Teachers; Miss Annie B. Parker, Salisbury, N. C.

Others attending Conference but not on picture are: Mrs. Mae Sue Henry, President NCACT; Mrs. Edna C. Richards, Executive Secretary NCACT; Mr. E. B. Palmer, Executive Secretary NCTA; and Mrs. Elizabeth D. Koontz, Vice President-President Elect NEA.

Letters To Editor

N.A.A.C.P. LEGAL DEFENSE AND
EDUCATIONAL FUND, INC.

10 Columbus Circle, New York, N. Y. 10019

March 31, 1967

April 27, 1967

Mr. E. B. Palmer, Exec. Secy.

North Carolina Teachers Assn.

125 East Hargett Street

Raleigh, North Carolina

Dear Mr. Palmer:

The injustices of the past meted out to Negroes in America persist in the troubled patterns of the present. For Negro children quality education is the key to equality. Millions of Negroes have been for years deprived of quality education and training in the basic skills to the extent that beliefs were established that they could aspire only to the most menial and insecure places in society. They are now handicapped in taking advantage of opportunities afforded by new laws, new attitudes and an expanding economy. You and I, and the teachers who work or have worked with us are yet called upon to eliminate the crippling conditions inherent in the past education of Negroes and prevent the further stunting of their lives.

We are faced, in addition, with the merging of Negro and white State Teacher Associations in the South without adequate safeguards for the professional rights and concomitant responsibilities of Negro Teachers after merger. The issues in this are profoundly significant even though the mergers are undoubtedly desirable and inevitable. It is difficult to go visiting even in public meetings and places with people who neither welcome us nor want our company. The question arises — How far back must we go to start again? The safeguards which we will write-in now shall serve as our partial answer to this question. The Negro Teacher must be protected. The Legal Defense Fund will never waiver in its support and protection of the Negro Teacher.

Sincerely yours,

JOHN W. DAVIS

Special Director, Teacher

Information and Security

DEPARTMENT OF HEALTH, EDUCATION
AND WELFARE

Office of Education

Washington, D. C. 20202

Dear Colleague:

I am writing to ask your cooperation in making known to the members of your staff the availability of grants to teach abroad during the 1968-69 academic year and to attend summer seminars overseas. These opportunities are a part of the United State International Educational Exchange Program authorized by the Fulbright-Hays Act.

Under this program, U. S. elementary and secondary school teachers, as well as instructors and assistant professors at the college level, may apply to teach for a year in a foreign country. Some of the positions involve an exchange with a teacher from abroad, while others are one-way placements. Americans who teach foreign languages or social studies may also apply for summer seminars to be held overseas.

Enclosed are several posters listing the countries in which opportunities exist and the basic requirements for application. We hope that you will arrange to have them distributed so that as many of your staff members as possible can see them. Interested teachers should write to us before November 1 to obtain copies of our bulletin, **Opportunities Abroad for Teachers, 1968-69**, and appropriate application forms. Their requests should be addressed to:

Teacher Exchange Section

International Exchange and Training Branch

U. S. Office of Education

Washington, D. C. 20202

Our Office is most grateful for the assistance which we have received in the past from the many schools and college administrators throughout the country who have helped to publicize the Teacher Exchange Program, encouraged well-qualified American teachers to apply, and accepted teachers from abroad on their staffs. May I thank you for your continued assistance and support.

Sincerely yours,

THOMAS E. COTNER,

Chief, International Exchange
and Training Branch

Division of Educational Personnel
Training

Halloween Old and New

For longer than history has recorded, the last day of the tenth month of the year has held a special significance fraught with mysticism, fear and superstition. Long before the Christian era, autumn festivals belonged to the pagan rite. The great bonfires lit by the ancient Druids were not only a homage to the Sun God, about to go into semi-retirement until the vernal equinox, but also a precaution against the evil spirits who were believed to roam abroad at that particular time.

Rome celebrated the Fall with sacrifices of roasted nuts and apples to Pomona — a forerunner of the Nut Burning tradition, which became an established Halloween custom in Ireland about 1800.

As folklore would have it, in the 10th century a French monk, Odilo, abbot of Cluny, instituted All Souls' Day prayers for the tormented souls of the departed after hearing a pilgrim back from the Holy Land describe his encounter with a hermit on a deserted island where, he said, he had been given a glimpse of the infernal regions. The eve of this day, All Hallows Eve, eventually became Halloween.

Some 400 years ago, "beggar holidays" became traditional, enabling the poor to call on more privileged people in quest of largess. In England and Wales, "soul cakes" were baked and distributed to the visitors — obvious forerunners of today's Trick or Treaters.

A New Tradition

As far as can be ascertained, the New World has made only two original contributions to the age-old tradition. One, the Jack-o'-lantern, came about when a whimsical country lad tried out his whittling abilities on a pumpkin. The other, Trick or Treat for UNICEF, is by far the more memorable one.

In 1950, a few American Sunday school pupils resolved that rather than candy and apples, on October 31 they would collect coins to help less fortunate boys and girls in other parts of the world. The United Nations Children's Fund gratefully accepted a check for \$17.00.

The enthusiasm which magnified this unassuming project into the world's greatest program by children to help children was evidenced once again last fall, when some 3.5 million American youths in over 13,000 communities collected more than \$2.5 million for the same cause. Through the years, the work done with the help of bright-eyed Trick or Treaters has been so significant that in 1965 the Nobel Peace Prize was awarded to UNICEF.

An even better idea of this venture's importance is found in a survey of the needs it helps to meet. Three out of four of all the world's children live in the underdeveloped regions of Africa, Latin America, Asia, the Middle East. Of these 800 million children, an estimated 600 million fight for survival at or below a bare subsistence level, weakened by malnutrition, plagued by mass diseases which have become medical curiosities in the industrialized nations.

The all too realistic vision this entails is one of children sleeping in the streets; children going hungry day after day; children maimed and crippled for life for lack of vaccines and medicines; children for whom no school bell will ever ring. Everyday conditions for them are so appalling, the misery which surrounds them is so unfathomable that a single statistic may be the simplest way to grasp the whole situation: 30,000 of these children die every day.

What Is Being Done

With an annual budget equivalent to what is spent on world armament in two hours, UNICEF is helping to bring about badly needed improvements in 120 countries. Fortunately, this

can be done at a low cost: a nickel dropped into an orange Trick or Treat for UNICEF container provides the penicillin to cure two children of yaws, a highly contagious, crippling tropical disease. A dime given to UNICEF on Halloween buys enough antibiotics to cure a child of trachoma, which is conducive to total blindness. A quarter represents the BCG vaccine to immunize 20 children against tuberculosis. Half a dollar means the DDT to protect seven children from malaria for a year. With 75 cents, UNICEF purchases sulfone tablets to treat successfully a young leprosy victim for three years.

In the words of President Lyndon B. Johnson, "UNICEF is giving new hope for a better life to the generations in whose hands the security of the world will soon rest. There is no nobler work for peace."

BUY ONLY WHAT YOU NEED!

JENN NOWASTE®

Elementary LESSON MATERIALS

2,000 LESSONS . . . available 4 ways



NOWASTE SPIRITMASTERS
with carbons attached
just **11¢** each sold individually



NOWASTE WORKFORMS
printed individual worksheets

. . . or **GIANT STEPS**
complete sets of workbooks

TRANSPARENCIES
10 1/2" x 12" FRAMED
for overhead projectors
eligible under
NDEA and ESEA **55¢ ea.**





— SEND FOR FREE CATALOG —

JENN PUBLICATIONS
815-825 E. MARKET ST., LOUISVILLE, KY. 40206
Please send **FREE Jenn Catalog for my grade.**
Print or type GRADE _____

NAME _____

SCHOOL _____

SCHOOL ADDRESS _____

CITY _____

STATE _____ ZIP _____

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

(Act of October 23, 1962; Section 4369, Title 39, United States Code)

Publisher:

File two copies of
this form with your postmaster.

1. DATE OF FILING October 24, 1967	2. TITLE OF PUBLICATION North Carolina Teachers Record
3. FREQUENCY OF ISSUE Quarterly (January, March, May, and October)	
4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, city, county, state, zip code) 125 E. Hargett Street, Raleigh, North Carolina; Wake County; 27601	
5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers) 125 E. Hargett Street, Raleigh, North Carolina	
6. NAMES AND ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR	
PUBLISHER (Name and address) North Carolina Teachers Association, 125 E. Hargett Street, Raleigh, North Carolina	
EDITOR (Name and address) Mr. E. B. Palmer, 125 E. Hargett Street, Raleigh, North Carolina	
MANAGING EDITOR (Name and address)	

7. OWNER (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given.)

NAME	ADDRESS
N. C. Teachers Association, Inc.	125 E. Hargett Street, Raleigh, North Carolina

8. KNOWN BONDHOLDERS, MORTGAGEES, AND OTHER SECURITY HOLDERS OWNING OR HOLDING 1 PERCENT OR MORE OF TOTAL AMOUNT OF BONDS, MORTGAGES OR OTHER SECURITIES (If there are none, so state)

NAME	ADDRESS
Mechanics and Farmers Bank	13 E. Hargett St., Raleigh, N. C.

9. Paragraphs 7 and 8 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, also the statements in the two paragraphs show the affiant's full knowledge and belief as to circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner. Names and addresses of individuals who are stockholders of a corporation which itself is a stockholder or holder of bonds, mortgages or other securities of the publishing corporation have been included in paragraphs 7 and 8 when the interests of such individuals are equivalent to 1 percent or more of the total amount of the stock or securities of the publishing corporation.

10. THIS ITEM MUST BE COMPLETED FOR ALL PUBLICATIONS EXCEPT THOSE WHICH DO NOT CARRY ADVERTISING OTHER THAN THE PUBLISHER'S OWN AND WHICH ARE NAMED IN SECTIONS 132.231, 132.232, AND 132.233, POSTAL MANUAL (Sections 4355a, 4355b, and 4356 of Title 39, United States Code)

	Average No. Copies Each Issue During Preceding 12 Months	Single Issue Nearest To Filing Date
A. TOTAL NO. COPIES PRINTED (Net Press Run)	12,500	12,500
B. PAID CIRCULATION		
1. SALES THROUGH DEALERS AND CARRIERS, STREET VENDORS AND COUNTER SALES		
2. MAIL SUBSCRIPTIONS	12,073	12,073
C. TOTAL PAID CIRCULATION	12,073	12,073
D. FREE DISTRIBUTION (including samples) BY MAIL, CARRIER OR OTHER MEANS	300	300
E. TOTAL DISTRIBUTION (Sum of C and D)	12,373	12,373
F. OFFICE USE, LEFT-OVER UNACCOUNTED, SPOILED AFTER PRINTING	127	127
G. TOTAL (sum of E and F—should equal press run shown in A)	12,500	12,500

I certify that the statements made by me above are correct
and complete.

(Signature of editor, publisher, business manager, or owner)
ELLIOTT B. PALMER

Mathematics, Its Nature and How to Study it

By McLouis Clayton, Instructor of Mathematics, Shaw University, Raleigh, N. C.

When a person has done something well, enjoyed doing it and has been proud of it, he has almost certainly used some of his best skills or talents. Such an experience may rightfully be called an achievement or success. But achieving success in mathematics is often a frustrating experience for many high school and college students. My experiences and observations as a student and as a teacher of mathematics have led me to believe that achieving success in mathematics is basically a composite function of two variables: an understanding of the nature of mathematics and of how the nature or structure of mathematics influences successful study of mathematics.

The Nature of Mathematics

The study of the basic structure of mathematics is more effective in developing an appreciation and a functional understanding of the nature of mathematics than a conglomeration of structures, mathematical skills, and methods of presenting skills. The basic structure serves as a foundation for discovering and understanding the "whys" of the many rules and memorized procedures of traditional mathematics. Thus it would be futile to attempt to teach or understand unity and coherence in elementary mathematics without an understanding and appreciation of the basic structure.

Though the young student of mathematics may feel that the basic structure of mathematics is difficult to understand, the time has come when he and his teacher must accept the fact that mathematics in the precol-

lege grades, today and in the future, must be "good mathematics". The basic structure is not too sophisticated even for grade pupils. It is composed of a few unproved statements, often erroneously referred to as "common sense facts," which involve some undefined terms called numbers which many elementary pupils recognize and employ deductively, to conceive simple new mathematical facts called theorems. Molding these so called common sense facts into a set of fundamental concepts, defining new terms in terms of the undefined ones, and recognizing these as a foundation for deducing more complex concepts give elementary mathematics the flavor and spirit of modern mathematics. The implication here is that mathematics is an axiomatic development of an abstract system, and this is precisely the nature of mathematics.

How to Study Mathematics

Because of the nature of mathematics, the approach one takes in studying mathematics should be quite different from the one he takes in studying almost all other disciplines. Many people have trouble learning mathematics because they never develop the particular study habits which are conducive to success in mathematics. If one practices the following suggestions, he should greatly improve his grasp of mathematics.

READ CAREFULLY AND CRITICALLY. You should read mathematics quite differently from the way you read a magazine, history, or a novel. In mathematics you must read slowly, absorbing each word, being careful to maintain con-

tinuity of thought. Each word or symbol is important because there are many thoughts condensed into a few statements. Always read mathematics with a pencil in your hand and scratch paper available, and use them when you need them. Even if an example has been worked out in the text, work it out for yourself because the author may have assumed certain unwritten statements involved, in solving the problems, and you may overlook these if you do not try to work the example yourself.

Do not hesitate to read mathematics or work mathematical exercises and examples more than once when needed. It is often necessary to read or solve mathematical problems many times before you fully understand the problems. If you have attempted to solve a problem and you have nothing written on your scratch paper, then you have not exerted enough effort to accept defeat.

BE INDEPENDENT AND PERSEVERE. Try to complete each lesson without help from others, and you will gain the maximum benefit from your efforts. You will enjoy greater intellectual refreshment if you are persistent enough and creative enough to independently solve a problem that gives you a lot of trouble rather than securing help from others. Often it is wise to stop trying to solve a difficult problem for a while and concentrate on something less rigorous for a short period and then return to the problem with more determination than you originally had.

CONCENTRATE ON BASIC STRUCTURE. Do not try to learn mathematics by memorizing examples and previously solved exercises. This is a sure road to mathematical suicide. Remember that each new topic or unit is an application or re-application of the fundamental concepts of the nature of mathematics, and generally each unit or topic depends on the preceeding unit or topic. That is, no unit is independent unto itself. Hence it is important to get understanding as you move along. Do not skip over difficult material.

The study of mathematics should be an intellectual contest between the learner and the material to be learned. No winner ever quits and no quitter ever wins.

HONORS

W. A. Foster

Receives Appointment

Mr. W. A. Foster, Principal, East End School, Goldsboro, and Immediate Past Budget Director of NCTA, was recently appointed by The City Board of Aldermen as Chairman of the Goldsboro Recreations and Parks Commission.

* * *

Scholarship Awarded

Miss Joyce Cooper, a member of the Future Teachers of America-NCTA in Wilmington, N. C. (a senior this year), attended a FTA Workshop at Mills College in New York this Summer and has been offered a four-year paid-up Scholarship to attend Mills College upon graduation.

The nineteen day trip was financed mostly by the New Hanover County Classroom Teachers Association NCTA.

AMERICAN EDUCATION WEEK

NOVEMBER 5 - 11, 1967

SUGGESTIONS
we hope prove useful

Fun with human rulers

Children are amazed and delighted by the various uses they can make of their thumbs, forefingers, hands, by which to measure. How this fits into classroom activities is told by **Gwen Rice, teacher, Grade 3, Montgomery Co. Schools, Dayton, Ohio.**

Learning cursive writing is a big step. To lighten labor involved, once in a while pupils might use their thumbs to gauge set margins, instead of their having to employ a ruler each and every time.

SPARK INTEREST in margins as such. Much art appreciation, books and poster work lend themselves to demonstrating how margins add to neat appearance and to readability.

RIGHT AND LEFT MARGINS on child's paper are about length of his thumb to first joint. Have him measure set margins and thumbs with a ruler. I say "You're in luck. You have a right and left thumb. Use them to get your margins today." Child loves this.

FOREFINGER can come in handy for letter-writing (also helps beginning typists). Heading should be set off 2½-3" in upper right corner. Closing should line up with this, following body of letter. Letter-writing is usually

4th grade activity, and their forefinger is about this length.



OUTLINE OUT-STRETCHED hand for a realistic turkey gobler. Roll fist into a ball; trace around it; makes a serviceable circle. Have each child measure his thumb, hand, foot. Many opportunities present themselves for use of these rough measurements. These rulers are never lost or misplaced. Have pupils note variation of measurements within class. Class begins to understand why there has to be a standardization of measurements, why a ruler that is accurate doesn't vary.

VARIATIONS in human rulers are too great for practical use today. Have class chart wide differences among each other. Work into an arithmetic lesson. Stress need for some accurate, standardized way to measure—like ruler; important in this scientific, space-exploring age.



The bit of sweet in the lively and satisfying flavor treat of delicious Wrigley's Spearmint Gum gives you a nice little lift; yet is not rich or filling. Enjoy for after-hours "pickups."

DOCTORAL PROGRAMS

IN PREPARATION FOR CAREERS IN SCHOOL LEARNING RESEARCH

The Doctoral Program involves three or four years of graduate study and supervised research activities. Students whose primary identification is with elementary education, English, or mathematics will major in the academic specialty; they will carry a second major or a minor in educational psychology. Students whose primary field of specialization is educational psychology will major in that area and carry a secondary concentration in education, special education, or one of the academic fields common to public school curricula. All students participate in faculty-student research teams investigating learning problems in their academic fields. Graduates of the program will receive the doctor of philosophy (Ph.D.) degree and will be prepared to teach on the college level and conduct research on the learning of the fields of their academic specialties.

Peabody College is an independently endowed institution whose graduate programs emphasize both teaching and research. Peabody College, along with Vanderbilt University and Scarritt College, is a member of the Nashville University Center whose extensive course offerings, computer facilities, and Joint Universities Libraries of over 1 million volumes are open to students on all three campuses. The John F. Kennedy Center for Research on Education and Human Development, an integral part of Peabody College, carries on a comprehensive program of investigation in the behavioral sciences. In addition to having a distinguished permanent staff, it offers facilities for research by visiting scholars from other institutions.

Eligible Candidates include men and women with good academic records and aptitude for advanced work. No discrimination is made on the basis of sex, race, ethnic background, or religious beliefs. Preference is given, however, to applicants under 35 years of age. Teaching experience, although desirable, is not mandatory. Graduate Record Examination aptitude scores are required.

Expenses include tuition and fees of \$1200 to \$1400 for the academic year and summer term. Dormitory rooms are available for \$160-\$185 per semester; apartments on campus may be rented for \$180-\$450 for the same period, utilities included.

Stipends sufficient to cover normal expenses are available. Dollar amounts vary from \$3,200 to \$6,000 for the calendar year, depending on the source of the stipend, number of dependents,

and type of program. Sources of support include grants from the Carnegie Corporation, U. S. Office of Education (NDEA, Title IV), and Peabody College.

Further Information on the program area of greatest interest to you may be obtained by sending details on your training, experience, and professional goals to:

Dr. Raymond C. Norris, Director
Institute on School Learning and
Individual Differences, Box 504
George Peabody College for Teachers
Nashville, Tennessee 37203

"CHALK DUST"

By OLIVER R. POPE

CHALK DUST is an autobiographical tale of a dedicated Negro teacher, his struggles and ultimate triumph. In it he tells of his early failures as a teacher in the poverty-stricken backwoods of the Blue Ridge Mountain country, and how he almost abandoned teaching entirely. On his fourth teaching assignment in another of the hill communities, he has his first success. He receives a call from a larger "progressive community" to rebuild a rundown school.

Here, in Duraton, is set the stage of his seventy-seven years of struggles to provide a complete elementary and high school education for the Negro children of his community. The story encompasses the life and aspirations of the entire community, both black and white. Here he not only rebuilds the school, but ultimately founds one of the first Negro high schools in the region.

CHALK DUST is written by a man who is a master of his subject. There is a warm human glow on every page of the story. The characters have a visibility and dimension which magically brings to life the large, lovable, striving southern Negro community.

The subject matter is of extreme interest today in the light of the present-day civil rights movement, with its current attempts at providing equal education for all. Here is the story of a man who began this struggle at the turn of the century and made education for the Negroes of his community the work of his life.

PAGEANT PRESS

101 Fifth Avenue, New York, N. Y. 10003

I am enclosing my check or money order; please send me

copies of

\$4.00

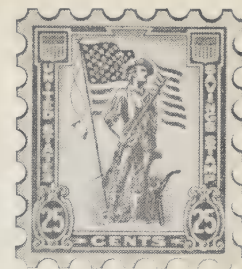
CHALK DUST

(Plus 30 cents per book to cover postage and handling)

Name
Street
City Zone State

BOOKSELLERS and LIBRARIES: Usual trade allowances; returns protected.

Canadian distributor: Smithers & Bonellie, Ltd.
266 King Street West Toronto 28, Canada



Symbols of Freedom

The Minute Man
won our freedom.
The Liberty Bell
proclaimed it.
The Statue of Freedom
that crowns
the Capitol Dome
and the Statue of Liberty
personify it.



The United States Savings Stamp is a symbol, too — of the kind of personal involvement and dedication that preserve these freedoms for us.

This aspect of freedom, the necessity for each citizen to assume responsibility, is one of the most important for tomorrow's men and women to grasp . . . and one of the more difficult to teach.

Many educators count on the Treasury Department's School Savings Program to help bring this vital lesson to their classes. They know that buying U.S. Savings Stamps regularly gives each youngster an active part in his country's affairs, a part he can understand and from which he can come to appreciate how his country and his freedom depend on what he does as a citizen.

There's another benefit for today's youngster in the School Savings Program, too. Buying Savings Stamps can be the first step in a lifelong habit of thrift and intelligent money management.

Let the School Savings Program help your students help America and themselves. When they buy their first Savings Stamp this year they'll receive a "Freedom Pledge" wallet card. When they trade in their Stamps for a Series E Bond, a special "Symbols of Freedom" certificate will be awarded to them.



Every American Should Own United States Savings Stamps and Bonds

FOR INFORMATION, write U.S. Savings Bonds
Division, Treasury Department, Washington, D.C. 20226

The U.S. Government does not pay for this advertisement. It is presented as a public service in cooperation with the Treasury Department and The Advertising Council.



102024 TUES/LENTOS
SOLVED/SELL PROJECT

Used and used and used.



From the day it arrives, World Book will be used more than practically any other reference work in your classroom. Why? World Book has developed a unique system of curriculum analysis and classroom testing... teachers and students themselves insure that every illustration and every article is useful and is usable. Little wonder that World Book is used and used and used.

**FIELD ENTERPRISES
EDUCATIONAL CORPORATION**
Merchandise Mart Plaza,
Chicago, Illinois 60654
London • Rome • Stockholm
Sydney • Toronto

For complete information contact our nearest office:

Theodore W. Bye
Field Enterprises Educational Corp.
4208 Six Forks Rd.
Raleigh, N. Carolina 27609

Ross Templeton
Field Enterprises Educational Corp
719 S. Tryon St.
Charlotte, N. Carolina 28202

